DOCUMENT RESUME

ED 150 130 SP 012 180

AUTHOR	Bartolini, Leandro A.
TITLE	Profiles of Teacher Preparation Curricula in Illinois.
INSTITUTION	Illinois State Office of Education, Springfield. Statistics Section.
PUB DATE	76
NOTE	363p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Course Content; Curriculum Design; *Curriculum Evaluation; *Curriculum Planning; Data Analysis; Formative Evaluation; *Preservice Education; *State Surveys; Teacher Certification; *Teacher Education Curriculum; Teacher Evaluation
IDENTIFIERS	*Illinois

ABSTRACT

The major purpose of this study was to provide a current, descriptive data base regarding teacher education in Illinois. A two-part survey was conducted to collect data. The first part required administrators of teacher preparation programs to identify the number and types of distinct teacher preparation curricula at their respective institutions. The second part required that personnel responsible for each curriculum identified complete a survey questionnaire designed to obtain descriptive data about their respective curricula. Data regarding the selection and retention of prospective teachers were collected as well as information regarding selected characteristics of the teacher education curricula. While some patterns were identified by this study, a single profile of what exists was not identified. It was determined that teacher education in Illinois was characterized by diversity in most respects. There was much variability in the characteristics and practices employed in each component studied. The most consistent patterns identified for teacher preparation curricula in Illinois were in the percentages of time devoted to various types of learning experiences, and in the location of the experiences. Tables displaying results of detailed responses to questionnaires are included in this report. (JD)

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Profiles of Teacher Preparation Curricula in Illinois

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PROFILES OF TEACHER PREPARATION CURRICULA IN ILLINOIS

STATE BOARD OF EDUCATION

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin

State Superintendent of Education

Department of Planning and Research
Research and Statistics Section

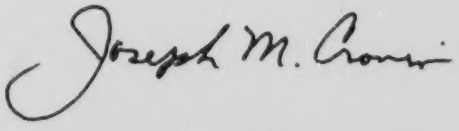
Fall, 1975-76

FOREWORD

Illinois teacher preparation programs, while periodically reviewed by various accrediting organizations -- including the Illinois Office of Education, are rarely described in a way that is amenable to state-wide analysis. This study was an attempt to describe and analyze basic characteristics of all Illinois teacher preparation curricula during the 1974-75 academic year in order that differences and similarities could be identified and compared. It is hoped that the information provided in this publication will facilitate informed planning and decision making regarding the preparation of teachers.

Mr. Leandro A. Bartolini, Research and Statistics Section, Illinois Office of Education, was responsible for the study design, data collection and analysis, and writing of this report.

Sincere appreciation is extended to the Illinois Association of Teacher Educators (IATE) and the Illinois Association of Colleges for Teacher Education (IACTE) both of which provided support for this study. Appreciation is also extended to deans and directors of teacher education in Illinois whose cooperation has made this study possible.



Joseph M. Cronin
State Superintendent of Education

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ABSTRACT

PROFILES OF TEACHER PREPARATION CURRICULA IN ILLINOIS

State Board of Education

Department of Planning and Research

Research and Statistics

Fall, 1976

The major purpose of this study was to provide a current, descriptive data base regarding teacher education in Illinois. Information regarding the basic structures and characteristics of teacher preparation curricula was collected during the 1974-75 academic year.

A two-part survey was conducted to collect the desired data for this study. The first part required administrators of teacher preparation programs to identify the number and types of distinct teacher preparation curricula at their respective institutions. The second part required that personnel responsible for each curriculum identified complete a survey questionnaire designed to obtain descriptive data about their respective curricula.

The basic unit of analysis in this study was the curriculum. A total of 227 distinct educational curricula were identified for the 61 institutions in Illinois which prepare teachers. Completed survey instruments were received for 220 curricula or 96.9 percent.

Data regarding the selection and retention of prospective teachers were collected as well as information regarding selected characteristics of the teacher education curricula. Selected characteristics included involvement of personnel in teacher education, the evaluation of prospective teachers, the

provision of special learning experiences regarding minority group and sex bias in education, and a description of the type and quantity of instruction. Information regarding the location and time frame of the student teaching experience and information regarding the personnel directly involved with the prospective teacher during this experience were also collected. Finally, data regarding the nature of instruction in teacher preparation curricula were collected. Information identifying the types and locations of learning experiences provided in the professional education component of the teacher preparation curricula was collected.

A number of different approaches were employed in the analysis of the data. All data were first analyzed by type of educational curriculum, by type of institutional control, and by size of institution offering the curricula. Further analyses, by type of curriculum instruction and type of course, were performed on part of the data which identified the types of learning experiences required of prospective teachers in the professional education component of the teacher preparation curriculum.

It was determined that teacher education in Illinois was characterized by diversity. While basic components were clearly identifiable for all curricula, there was much variability in the characteristics of these components.

I. PURPOSES AND RATIONALE

Introduction and Background

The study, "Profiles of Teacher Preparation Curricula in Illinois," was first proposed by educational personnel within the Illinois Office of Education over two years ago. Educational decision makers expressed a need for basic, descriptive data regarding the preparation of teachers which would provide a foundation for policy decisions, a springboard for further research, and a means for comparing teacher education curricula throughout the state. Upon further consultation with educational planners, policymakers, and persons responsible for the preparation of teachers it was discovered that a large number of individuals and groups felt that a study which would identify and document the major characteristics of teacher education in Illinois was both desirable and worthwhile.

Once initial interest for a study of teacher education had been expressed, more educators and educational organizations with special interests in the preparation of teachers were identified and consulted. Additional needs for information were documented, and the Illinois Office of Education initiated plans for conducting the study. Planning sessions involving both personnel from the Illinois Office of Education and from the teacher education profession were held. Formal support for the study was obtained from educational organizations and from Illinois Office of Education administrators. Thus, the decision to conduct the study was the result of expressed needs by a variety of educators and educational organizations.

Most of the 1973-74 academic year was spent planning the study, identifying variables and data elements, preparing, pre-testing and revising the data collection instrument, and preparing the initial mailing list of potential respondents. Data were collected throughout most of the 1974-75

academic year. Editing, coding, analyzing and reporting the data collected occurred during the first half of the 1975-76 academic year.

Purposes

The major purpose of the "Profiles of Teacher Preparation Curricula in Illinois" study was to provide a current, descriptive data base regarding teacher education in Illinois which could be used to assess present Illinois Office of Education policies as well as suggest how services and resources might be better provided. More specifically, the Illinois Office of Education and the teacher education profession were interested in data which described, in part, curriculum structure and characteristics in each of the recognized teacher education institutions of the state. It was expected, however, that different education groups would use the information collected in a number of ways and for a variety of specific purposes. Some of those uses and purposes were delineated in the cover letter and in the introduction to the study:

> As a state agency, many persons and groups expect the Office of the Superintendent of Public Instruction to serve as a repository of education information and data; and this certainly includes the area of teacher education/preparation. The Office of the Superintendent of Public Instruction has need of such information in order to perform its responsibility in servicing the needs of teacher education institutions, the organized teaching profession, and local school districts; it does not intend to use information gained to support or foster a specific or given program. Baseline data are needed, however, to assist decision makers in the following Office of the Superintendent of Public Instruction program areas: planning, assessment and evaluation, continuing education, and certification. In addition, future legislative action and action by the State Board of Education will require a multifaceted data base for decision making. Furthermore, it is hoped that dissemination of the information gained by the survey will enhance communication among teacher education institutions in regard to available curriculum options throughout the state. The reported information will not only help inform those interested in teacher education about current training practices being utilized in Illinois, but it will also allow a teacher education institution to compare and contrast its curriculum profiles

with those of other institutions. Finally, the general public would find such information on a statewide basis relevant to the selection of teacher education programs by prospective students.[1]

The general question to be answered in this study was, "What is teacher education in Illinois?" As in all descriptive studies, the general question regarding "what exists" or "what is the nature of" had to be stated in more operational and specific terms. Variables which describe teacher education encompass hundreds of data elements. The problem of deciding which variables to use was basically one of limiting and selecting those parameters which best served the purposes of the study. The National Council for Accreditation of Teacher Education (NCATE), for example, identifies five areas of concern in their list of standards for use in program evaluation:

1. Curricula for Teacher Education Programs
2. Faculty for Teacher Education Programs
3. Students in Teacher Education Programs
4. Resources and Facilities for Teacher Education Programs
5. Evaluation, Program Review, and Planning[2]

When one asks, "What is teacher education in Illinois?" all of the above areas are relevant, and hundreds of variables could be identified which could help answer the question.

Many Illinois Office of Education personnel as well as many recognized scholars in teacher education were consulted in regard to purposes, variables to be identified and questionnaire format for the study. Consequently, many persons were involved in the initial planning of the study, and each person involved viewed the purpose(s) a little differently. After extensive consultation and review it was determined that an in-depth study of all five areas identified above for every institution which prepares teachers in Illinois was not possible

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[1]During the time data were being collected for this study the name of the Illinois state education agency was changed from "Office of the Superintendent of Public Instruction" to "Illinois Office of Education."

[2]NCATE, "Standards for the Accreditation of Teacher Education," 1972

or desirable. It was further determined that the variables most useful to Illinois Office of Education decision makers and clientele groups and those consistent with the initial purposes of the study were variables which answered questions concerning the curricula of teacher education programs. This was not to suggest that questions concerning faculty, students, resources and evaluation would be or should be excluded, but rather, that more detailed data would be sought concerning the identification and characteristics of different teacher education curricula.

By focusing upon teacher education curricula, more specific questions could be asked regarding the nature of teacher preparation in Illinois. Two questions, specifically, provided the guidelines for developing the data collection instrument and the data collection procedures:

1. What are the basic structures and characteristics of the curricula at different institutions of teacher education?

2. What type of experiences are provided for or required of prospective teachers in the various teacher education curricula?

The word "curriculum" as opposed to "program" was used purposely in designing the study. It was determined that "teacher education program" is much more broadly defined than "teacher education curriculum" by the education profession. All of the five areas of concern identified by NCATE, and listed previously, are logically included when speaking of teacher education "programs." It was the purpose of the study, however, to concentrate more on teacher education "curricula." As used here, "teacher education curriculum" refers to a group of courses and planned experiences required for certification or offered to the student to qualify the individual for entrance into the teaching profession. This distinction created some problems in the data collection process which will be examined in more detail later. Nevertheless, the reason for conducting the study was to investigate "teacher education curricula" as opposed to "teacher education programs." Some data were collected

concerning the broader teacher education program areas, especially concerning students and faculty, but the emphasis was placed on those variables which more accurately describe the teacher education curricula.

As the consultation and review process evolved it was further determined that the study would investigate only pre-service teacher training, not inservice training, but that data gathered might be used to design a study of inservice training at a later time and as needed. A great variety of activities can be included under the umbrella of "inservice teacher education," and the activities are not always easily identified as part of established programs. It was anticipated that the information gained during the data collection process for this study could be used to help determine the need and/or direction for a study of inservice teacher education in Illinois.

The variables finally chosen for inclusion in the data collection effort were those which were relevant for answering questions in the following general areas: (1) selection and retention of prospective teachers, (2) identifying characteristics of the teacher education curriculum, (3) the student teaching experience - including questions about the college supervising teacher and the practicing cooperating teacher, (4) basic credit hour requirements, and (5) the variety of different types of learning experiences provided for in the training sequence. More specifically, the study sought to obtain answers to the questions listed below:

1. What criteria for selection and retention of prospective teachers are used? Do they differ for students in the various types of teacher education curricula?

2. Who are the personnel involved in planning or providing learning experiences for prospective teachers? What special experiences, if any, are provided? How are prospective teachers evaluated?

3. How does the duration and location of the student teaching experience differ among types of teacher education curricula? How are college supervisors and practicing cooperating teachers chosen and/or trained?

4. What are the basic credit hour requirements among the various curricula? How do requirements differ in the area of general education, professional education, and area of specialization and concentration?

5. What type of learning experiences are provided for in the teacher training sequence? How much time is spent in the various experiences, and where are they provided?

6. Do the characteristics of teacher preparation curricula differ significantly by type of institutional control (public vs. private) and/or by size of institution?

Definitions

As in all research studies the meaning of terms used must be made clear. Definitions were particularly important in this research effort because of the major effect misunderstanding or inconsistent use of words or phrases would have on the validity and reliability of the findings. As indicated earlier, the use of the phrase "teacher preparation curriculum" was especially important since a major purpose of the study was to identify the number and types of distinctly different curricula in Illinois. Definitions of the various types of learning experiences identified as part of each teacher education curriculum also needed to be carefully stated. Reported or "common use" meanings of terms were used whenever possible. Stipulated definitions were used when necessary. The meaning of the major terms and phrases used in this study are listed below:

Teacher Preparation Curriculum: A group of courses and planned experiences required for certification or offered to the student to qualify the individual for entrance into the teaching profession.

College Supervisor: Personnel hired by colleges and universities to periodically visit and check the progress of student teachers.

Cooperating Teacher: Full-time teachers in the school districts assigned to work with student teachers.

General Studies or General Education: Phases of learning considered to be the common experience of all men and women; that education accepted as relatively broad and general, rather than narrow and specialized. As used in the survey instrument, the study areas most generally encountered by prospective teachers.

Professional Studies: Included in this category are all courses and/or experiences required because of their pertinence to the problems and work of the teaching profession. Courses or experiences which help prospective teachers understand and interpret educational problems, those which deal with teaching and learning theory, those which provide experience in professional practice, and those which are in one's field or area of specialization should be included in this category. (For example, history of education courses, educational psychology courses, etc. would be included in this category.) For purposes of better communication and understanding, those disciplinary or interdisciplinary subject matter courses taken in a student's teaching field or area of concentration were designated as "Professional Studies in the Field of Specialization or Preparation." All other Professional Education courses were designated as "General Professional Education Studies."

Cooperative Teacher Center: The headquarters location in a local school district formally established by representatives of higher education, local school districts, and practicing teachers for the purpose of providing professional development programs for pre-service and/or inservice teachers (including but not limited to the student teaching experience).

Lecture: Refers to that experience whereby the instructor gives an oral presentation of facts or principles, the class usually being responsible for taking notes; usually implies little or no class participation, such as questioning or discussion during the class period. This experience includes attempts by the instructor to create interest, to influence, stimulate or mold opinion, to promote activity, to impart information or to develop critical thinking largely by the use of the verbal message. Illustrations, maps, charts, or other visual aids may be employed to supplement the oral technique.

Discussion: An activity in which people talk together in order to share information about a topic or problem or to seek answers to a problem based on all possible available evidence. The discussion may be directed or guided by the instructor or a fixed agenda, or it may be permissive or unstructured.

Observation: The act of seeing or studying the activities of teaching and learning in an actual school situation in order to secure a more realistic or meaningful conception of education problems, appraise the work of teachers in action, or provide for feedback to be used in the development of an improvement program. Includes observing classwork, interviewing pupils, and participating in discussions with teachers.

Microteaching: (1) A scaled-down teaching encounter which serves as a preliminary experience and practice in teaching. The experience is usually five to ten minutes in length, and involves no more than eight

students; often recorded on videotape for analysis; (2) also, the process of analyzing the playback of film or videotape recordings of one's own teaching to study one's teaching style and interaction with pupils.

Laboratory Experience: Laboratory work helps to illustrate and illuminate theories or principles. It may be a learning situation in which the cause, effect, nature, or property of any phenomenon, whether social, psychological, or physical, is determined by actual experience or experiment under controlled conditions, or it may be an experience which provides perceptual information about terms and relations used in textbooks. The laboratory experience provides an opportunity to use instruments and test rules and principles. In short, it is an attempt to miniaturize, formalize and replicate real situations so that they occur under controlled conditions. As used here, laboratory experiences would include all simulation and gaming experiences. The laboratory experience does not involve actual elementary or secondary pupils as do clinical experiences defined below. Technically, microteaching might be one type of laboratory exercise but it should be identified as a separate, distinct operation here. (See "Microteaching" above.

Clinical Experiences: Instruction which incorporates the treatment of actual educational problems or problem students; refers to an analogue of the type of experience given to medical students who, under the guidance of an expert, apply theory to particular cases in order to hypothesize about diagnosis and therapy. In this situation, to which the decision of the expert and the bodily states of the patient give closure, the student does not practice medicine as he does in internship, nor does he become familiar with theory as he does in certain formal courses. In short, clinical experiences are those using cases that are verbal descriptions of real situations. They include firsthand participation in pupil and pupil-related services occurring as a part of an educational program. The important characteristics, therefore, of the clinical experience are individuality and reality.

Tutoring: Activities on the part of prospective teachers to instruct, examine or assist other students (elementary, secondary, or college) by means of private, informal conferences.

Working on Modules Independent of Instructor: As used here, "module" refers to separate, individual study guides or learning unit packages designed to meet individual needs of prospective teachers as well as to provide flexibility in the rate of advancement in the training program.

Independent Work: Those activities normally classified as classroom work (as opposed to homework) that the prospective teacher performs with a minimum of instructor supervision. Do not include those experiences listed above that may fall into this category - i.e., observation, working on modules - but do include experiences such as "studio work" often found in music curriculums.

Practice Teaching: Used here to designate only those activities involved in actual teaching by a student teacher, as contrasted with student teaching, which may include observation and participation as well as "practice

teaching." This is doing the real task (teaching) under supervision, but with a minimum of direct help.

In a few instances responses to questions, based upon the above definitions, required adjustments or special interpretations. These adjustments will be explained when discussing problems and limitations or when reporting specific data.

II. PROCEDURES

The Planning Session

A large number of meetings, conferences and interviews were conducted during the planning stages of the "Profile of Teacher Preparation Curricula in Illinois" study. To ensure that educational needs would be properly addressed, however, a formal planning session was held to identify the variables most relevant to the education profession as well as to discuss alternative ways to collect the data. A three-day conference was conducted by the Illinois Office of Education in Springfield, Illinois during the summer of 1973 at which time eight educators from Illinois universities and one from an Illinois public school district met with a number of agency personnel to determine the initial design for the study as well as to discuss possible additional studies (See Appendix A). It was intended that this approach would help ensure a study which represented a pluralistic view of teacher education as opposed to a narrower, state education agency focus. It was also hoped that the involvement of selective consultants in the planning stage would promise greater utilization of the data generated by the study and support for any evolving legislative efforts.

Developing the Questionnaire

The planning session and subsequent follow-up meetings with consultants and agency personnel led to the conclusion that a two-part or two-phase process was needed in the data collection effort. The objective of the first phase, Phase I, would be to identify the number of different teacher education curricula available at each institution of higher education which prepares teachers.

The second phase, Phase II, would consist of sending a survey instrument for each curriculum identified to the chief administrator or director responsible for teacher education at each institution. Instructions would indicate that the person responsible for each teacher education curriculum previously identified should receive a questionnaire to be completed for his or her respective curriculum.

To prepare for Phase I of the data collection effort a cover letter and set of instructions were developed, and the institutions which prepare teachers in Illinois as well as the person responsible for teacher education at each institution were identified from agency records. The survey instrument, to be mailed during the second part of the data collection process, was developed after extensive and repeated consultation with all individuals interested in the study. First, a long list of all possible variables to be identified and assessed was constructed. This list was reviewed and revised. Questions were then written for each data element identified and organized for inclusion in the survey instrument. The draft questions and questionnaire format were further reviewed and revised by Illinois Office of Education personnel. In short, information to be obtained with the questionnaire and the questions designed for obtaining the information were carefully reviewed, critiqued, and revised in an effort to produce a valid data collection instrument.

Pre-Testing the Questionnaire

Illinois Office of Education personnel were not the only individuals to critique the draft of the questionnaire designed for this study. To help ensure the valid collection of data and to help identify possible problem areas in the study, the survey instrument was sent to selected directors of teacher education programs and to the original consultants for their review

and comments. Respondents were asked to offer any comments or criticisms they wished, but were also asked to respond to specific questions. The questions focused upon issues identified earlier, during intra-agency review, as possibly being controversial, confusing or misleading. Responses were specifically requested, therefore, to the following questions:

1. Would you find the data collected here useful? Would you be interested in knowing the results of this study?

2. What parts or questions do you feel are especially good or especially weak? What changes would you suggest?

3. What parts or questions would you wish to include or exclude in a final draft?

4. "Teacher Education Program" as defined in this study is somewhat different from the definition used by the Teacher Education Program Approval Section of OSPI. Do you think this will create a problem for respondents? If so, what other term could be used for "Teacher Education Program" in this study?

5. What comments do you have in regard to how this survey instrument might be received by teacher educators at this time?

In addition to asking field representatives to respond to the above questions, they were also asked to complete the survey instrument for one teacher education curriculum at their respective institutions and to return it with their written reactions.

All of the original nine consultants and half of the six field test institutions returned the draft survey instrument with comments. Pre-testing or pilot-testing the questionnaire proved to be a valuable endeavor. A number of suggestions were received and acted upon. Generally, the survey instrument was viewed by field representatives and consultants as being well constructed, adequate, and appropriate although all had suggestions for minor changes. A major concern expressed was the time required for completing the instrument.

Although not commented upon by most of the respondents, it was determined that the factor probably having the greatest bearing on the validity of the data collected and the number of questionnaires returned was the respondents concern about how the data would be used. This is because the data would be collected by the Illinois state education agency which, by statute, not only manages but also regulates aspects of public education.

Information obtained by pre-testing the survey instrument was used to make a number of changes in the questionnaire itself and in the plans for conducting the study. First, specific questions identified by pre-test respondents as requiring change were revised along with parts of the instructions for the study. Secondly, an attempt was made to specify the uses of the study more succinctly. It was also decided that the teacher education profession would be fully involved in any recommendations based upon results of the study. Finally, the time lines for conducting the study were revised. To allow maximum time for collection of the data and to avoid sending the questionnaire to respondents during the busier times of the academic year, it was decided to start the data collection process in the fall, soon after the beginning of the school year.

The Data Collection Process

Changes in the data collection instrument were made as a result of the pre-test, and after the questionnaire had been revised and reviewed once again by Illinois Office of Education personnel, final preparations were made for beginning the data collection process. Support for the study was obtained from the Illinois Association of Teacher Educators (IATE) and the Illinois Association

of Colleges for Teacher Education (IACTE) to encourage a large return of survey instruments. In addition, the forthcoming study was announced at annual meetings of both organizations.

In October of 1974 letters were sent to the persons responsible for teacher education in each of the 61 institutions of higher education in Illinois with approved teacher education programs. The letter served as an introduction to the study, but it also instructed the chief administrative officer for education at each institution of higher education to decide how many and what types of teacher training curricula were currently in operation. A set of instructions and definitions were included to help Deans and Chairpersons of Education determine the number of distinctly different curricula and to also help ensure that the same criteria would be used by all personnel for making such decisions (See Appendix B).

Administrators of teacher education programs were asked to list the curriculum titles on a "Summary Sheet" and return the list to the Illinois Office of Education. The introductory letter further indicated that once the list of curricula was recieved by the state agency, a survey instrument for each curriculum would be mailed back to the institution to be completed by the person or persons responsible for the curricula. The dean or chairperson, therefore, was asked to complete, or have the appropriate personnel complete, a questionnaire for each teacher preparation curriculum being offered by the institution.

Phase I of the data collection process, mailing introductory letters and receiving lists of curricula for each institution which trained teachers in the state, was accomplished relatively quickly. Follow-up letters were sent and telephone calls were made to those schools which did not return Summary Sheets immediately. Eventually all 61 institutions returned a list of curricula. Survey instruments were mailed promptly once the list was received.

Phase II, or the second part of the data collection process, as expected, was not accomplished as quickly as Phase I. As indicated by the pre-test of the questionnaire, a major concern of respondents was the time required to complete the data collection instrument. Initially, survey instruments were returned relatively quickly. It soon became apparent, however, that if a high percentage of survey instruments were to be completed and returned, respondents would have to be given much more time than what was originally anticipated as needed or sufficient.

Some deans or chairpersons completed or collected all the questionnaires for their respective institutions and returned them in one package or bundle. Others distributed the questionnaires to various persons responsible for the teacher education curricula and instructed each person to return them individually. Those institutions not returning all survey instruments in a relatively short time were sent follow-up letters which indicated that some or all survey instruments had not been received. These same institutions were later called if the follow-up letters did not produce a response. After waiting a reasonable amount of time, a second follow-up letter was sent to those persons still not returning forms for their respective institutions and further telephone calls were made when questionnaires were not received. A few deans or chairpersons indicated that survey forms were lost; others suggested that particular individuals be called or written who were slow to return the forms. In these instances additional letters and questionnaires were mailed, but after two follow-up letters were sent, all further communication was by telephone.

Collecting the survey instruments took time -- most of the 1974-75 academic year -- but editing and coding of the questionnaires began shortly after a substantial number had been received. All forms were briefly checked

for proper identification and for missing, confusing or conflicting data when received. If information necessary for identification or data analysis was missing, respondents were called for clarification. In a few instances, especially when instructions were misunderstood, questionnaires were returned to respondents to be corrected. If information was omitted or missing but not necessary for identification or analysis, respondents were not called.

Coding was necessary for open-ended questions or those questions which allowed respondents to list "other" or additional information not provided for in the question format. Fifty completed survey instruments were randomly chosen for the purpose of developing a coding system for such questions. The first step in developing a coding system was to review the 50 questionnaires and list all written responses to open-ended questions by question number. All of the responses to each question were then carefully examined to identify similarities and differences in the types of responses provided. The next step was to categorize or classify responses according to the similarities or differences identified and to assign a code number to each category. Special instructions for classifying responses were also written at this time. For example, under the option "other" for indicating techniques used to train cooperating teachers, respondents often listed "conferences" or "informal discussions" as a separate technique. Coders and editors were instructed to mark the option "small seminars or meetings" in such cases and to remove the response for the option "other." Finally, all survey instruments were reviewed and open-ended questions were coded according to the classification systems developed.

During the data collection process different respondents were occasionally called to check the reliability of their answers. A number of questions on the

survey instrument were asked again by telephone and the answers given were checked against the written responses on the completed questionnaires. The opportunity to check reliability this way was often utilized when editors and/or coders called a respondent to clarify the response to a particular question. A more thorough check for reliability and validity was conducted after most survey instruments had been received. Several respondents were interviewed individually and the completed survey instrument, which had been returned to the Illinois Office of Education, was reviewed question by question to identify possible discrepancies in the answers provided. Some problems concerning the questionnaire, to be discussed in detail later, were identified during this process.

The last step in the data collection process, once all survey instruments were edited and coded, was to prepare the information for keypunching and analysis. Data, including information for identification, were transferred from each twelve-page questionnaire to a one-page "tally" sheet or "keypunch" list. In effect, the reported or coded numbers identifying the responses to the survey questions were copied on a single sheet of paper. This operation was performed in order to speed up the keypunching process and to help reduce keypunching error.

Problems and Limitations

General Limitations

There are three general limitations of survey research which required special attention in this study. Surveys by mail (as opposed to personal or telephone interviews) are often avoided because, historically, the rate of return is relatively low. A low rate of return, of course, reduces the validity

of any generalizations or conclusions based upon the findings. Generally, the higher the percentage of returned survey instruments, the more valid the results of a survey will be.

Limitations due to low returns were not a serious problem in this study. Partly because the study was conducted by the state education agency which, by law, governs aspects of the services performed by the survey population, and partly because the state education agency was able to allocate sufficient resources to follow-up on those potential respondents who had not returned survey forms, the percentage of returned questionnaires was very high. It was pointed out earlier that all 61 institutions with agency approved teacher education programs in the state of Illinois returned a list of curricula for their respective institutions. After adjustments were made, it was determined that 227 distinct teacher education curricula were identified. Of the total number identified, 220 completed survey instruments were returned. The percentage of returned questionnaires, therefore, was approximately ninety-seven percent (96.9%). It is important to note that the percentage of returned questionnaires would not have been this high had the original deadlines for completing the questionnaires not been extended. It was originally thought that two months would allow potential respondents the needed time to complete the survey. As indicated earlier, however, completed survey instruments were accepted during most of the 1974-75 academic year.

A second general problem associated with survey research is the fact that respondents are forced to shape or mold their answers to fit a particular question format. By stipulating definitions, by question design, and by question selection, the unique qualities or characteristics of individual

respondents is lost. The purpose of a survey, of course, is to determine what elements are common to the survey population. The question being asked is, "What generalizations, if any, can be made?" By focusing upon what is "common" or "general," however, qualifications, reservations, and exceptions are often not identified. To help minimize limitations of this nature the survey instrument was designed to be as flexible as possible. While questio did force respondents to attend to an issue from a particular, predetermined frame of reference, an "other" choice was almost always provided to identify possible unique responses. Furthermore, the extensive review process employed when designing the questionnaire helped to identify and eliminate those questions which were unnecessarily restrictive.

A third general limitation of survey research is that when responding to the question, "What exists" or, "What is the nature of . . ." the answers provided reflect a state of affairs at a given point in time. "What exists" is constantly changing, and this is particularly true in the area of teacher education/preparation. Nevertheless, if change over time is to be documented or if rational decisions regarding teacher education are to be made, it is necessary to determine the nature of existing conditions during a particular time frame. It is true, however, that some elements or characteristics reported may no longer apply for a particular institution or curriculum.

Specific Limitations: Identification and Classification of Curricula

There were a number of specific problems and limitations regarding this study. The first and most important was identifying the distinct teacher education curricula offered by Illinois institutions of higher education. The first step in the process of identifying separate curricula, as stated earlier, was to define "teacher preparation curriculum" and to provide deans and chairpersons with instructions for determining the number of

significantly different curricula currently offered by their respective institutions (See Appendix B). The intent was to distinguish between those curricula which were structurally different and identify them as such. Guidelines were provided for this purpose. Deans and chairpersons were asked to consider curriculum structure, program objectives, the experimental nature of a program, and the pupils served to determine the number and types of significantly different teacher preparation curricula currently being offered by their respective institutions.

The informal reliability and validity checks employed during the data collection process indicated that the procedure used to determine the number of distinct curricula was relatively successful. In a few instances deans or chairpersons were called to confirm the number of curricula reported. This occurred when an unusually high number of curricula were reported or when two or more completed survey instruments from an institution showed no appreciable difference in the responses provided. Several respondents were called to determine if an "option" to a curriculum could be considered as a distinct and separate curriculum -- especially when the option included a whole semester of work which required a different sequence of courses or different types of learning experiences. After conferring with college or university personnel, the number of distinct curricula was increased for a few institutions reporting such options. When applicable, the responses to the questionnaire which identified the "optional" curriculum as distinct were copied on a separate keypunch or tally sheet. All other responses, assumed to apply to the option, were simply duplicated.

There were a few institutions which reduced the number of curricula reported for their institutions after receiving the packet of survey instruments.

These institutions were called because of a fear that the length of the questionnaire may have had a bearing on the decision to reduce the number of curricula reported. While there was no accurate way to determine if the length of the instrument had such an effect, it was reported that this was not a reason for reducing the number of curricula. In any case, the number of instances in which this suspicion arose was so low that it was not considered a serious problem.

Adjustments were made in each of the above situations which required a change in the number of curricula reported for each institution. As indicated, additional survey instruments were sent to a few institutions in order to record data for newly identified curricula. When possible and applicable, data provided on one form for additional options or alternatives were simply recorded as a separate, distinct curriculum. It is important to understand how the number of curricula for each institution was determined in order to properly interpret the results of this study. "Teacher preparation curriculum as used, is not synonymous with type of teacher certification being sought. The instructions for determining the number of curricula made this clear:

> It is possible, for example, to have prospective secondary education social studies teachers receive the same type of instruction in pedagogy--to follow the same sequence or set of experiences -- as prospective secondary education math teachers. If, however, two prospective secondary education math teachers are prepared by two significantly different curricula, a separate questionnaire should be completed for each program.

While every possible effort was made to ensure that deans and chairpersons used the same set of criteria for determining the number of structurally distinct curricula at their respective institutions, it can be expected that variability in programs and variability in judgment by educational personnel

responsible for teacher education have introduced some inconsistency and, therefore, some variation in the process of reporting numbers of curricula. Although not considered to be a serious limitation, the problems described above in the identification process must be taken into consideration for proper interpretation of the results of the study.

Related to the problem of properly identifying teacher education curricula was the problem of determining an appropriate classification system for grouping the various educational curricula for data analysis. After carefully reviewing the titles and specific question responses of all curricula identified, a standard category system evolved as being the most accurate, the most logical, and the most useful for reporting the data. Curricula were first categorized as: (1) an elementary curriculum, (2) a secondary curriculum, (3) a curriculum for subject matter specialists in grades K-12, (4) a special education curriculum (for children with learning problems), (5) an early childhood or pre-school curriculum, (6) a junior high or middle school curriculum, and (7) a curriculum for ungraded specialists (librarians, remedial reading teachers, etc.). If any institution had more than one curriculum in a given category, the additional curricula were identified as alternative 1, alternative 2, etc.

The problem created with the above classification system was the loss of curriculum identification by subject area or area of specialization (music, art, hearing impaired, EMH, etc.). In order to maintain this second identity the responses to the survey question which asked for the identification of the intended school-age pupils to be served by the teacher education curriculum were recoded to reflect area of specialization identified in the curriculum titles. Coding of question responses was also used to identify graduate curricula.

Limitations of the study introduced by use of this classification system involve the decision to categorize curricula as though they were mutually

exclusive -- to place each curriculum in one, and only one, educational category. It is known, however, that some curricula overlap the identified categories. Curricula for preparing subject matter specialists, for example, train personnel to teach at both the elementary and the secondary level. This is also true for curricula which prepare ungraded specialists and special education teachers. Secondary education curricula, on the other hand, might also be used to prepare a person to be a subject matter specialist at all grade levels. In this study, curricula were classified according to their major or predominant educational focus. While there were very few instances of overlap identified above, this situation did introduce another limitation to the study.

To further check the accuracy of the number of curricula reported for each institution and to check the validity of the educational classification system used to categorize each curriculum, the list of teacher education curricula reported for each institution was compared to the list of approved program areas for each institution during the 1974-75 year.[1] The number of institutions with reported curricula in each educational category and the number of institutions with approved programs in each educational category are listed in Table 1.

Table 1 does not show the actual number of curricula reported in each educational category, but it does show that the number of institutions reporting curricula in each category compares favorably with the number of institutions

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[1]The list of approved program areas was available in the "Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education," Illinois Office of Education, Volume II, May 1, 1975.

Table 1

A COMPARISON OF THE NUMBER OF INSTITUTIONS REPORTING CURRICULA IN EACH EDUCATIONAL CATEGORY WITH THE NUMBER OF INSTITUTIONS WITH APPROVED PROGRAMS IN EACH CATEGORY

CURRICULUM CATEGORY	NUMBER OF INSTITUTIONS REPORTING CURRICULA IN EACH CATEGORY	NUMBER OF INSTITUTIONS WITH APPROVED PROGRAMS IN EACH CATEGORY	DIFFERENCE
ELEMENTARY EDUCATION	52	51	+1
SECONDARY EDUCATION	53	52	+1
EDUCATIONAL SPECIALIST (K-12)	23	45	-22
SPECIAL EDUCATION	21	21	0
EARLY CHILDHOOD EDUCATION	8	5	+3
JUNIOR HIGH SCHOOL	2	0	+2
UNGRADED SPECIALIST	7	21	-14

with approved programs in each area. The number of institutions reporting curricula in each educational area and the number of institutions with approved programs in each area never varied by more than three curricula except for the Educational Specialist (K-12) category and the category for Ungraded Specialists.

The greatest discrepancy identified when comparing curricula reported for each institution with approved program areas for each institution was in the area of Educational Specialist (K-12). Twenty-two institutions with approved programs leading to a certificate in a subject area which could be taught at all grade levels (K-12) did not report a distinct, separate curriculum in this educational area. It is assumed, especially since the correlation in all other areas is high, that those institutions with approved programs in this educational category prepare the K-12 subject matter specialists via the Secondary Education curriculum at their respective institutions. It is also assumed that the personnel who obtain Educational Specialist (K-12) certification at these 22 institutions do not receive training that is significantly different from the training of Secondary Education teachers at these institutions.

The second educational category showing a major discrepancy in the number of institutions with approved programs is the category for Ungraded Specialists. It was intended that this category be used to classify education curricula for training librarians, remedial reading teachers, and other specialists who work with elementary and secondary students. This category, however, became a catch-all for those curricula which were not easily identified as belonging to one of the other six educational areas. While it was not intended that curricula for preparing administrators be part of this study, a few completed survey instruments were received for such programs.

Almost all of the 14 institutions having approved programs for Ungraded Specialists but not reporting such curricula were in areas of administration.

Most other differences shown in Table 1 can be accounted for by the fact that some institutions have "unapproved" entitlement programs but prepare prospective teachers via transcript evaluation. One curriculum, however, was reported as a Secondary Education curriculum although the institution has approval for an Educational Specialist (K-12) program.

The information presented in Table 1 suggests that institutions with approved programs in an educational area, for the most part, reported having at least one distinct curriculum in their respective educational categories. Major discrepancies being accounted for, the data support the generalization that the process employed to determine the number of distinct curricula was relatively successful. The data also support the generalization that the educational classification system used to categorize the reported curricula was appropriate.

Specific Limitations: Identifying "Typical" Patterns and Providing Estimates

Major adjustments were required when editing the data collected from two specific parts of the survey instrument: (1) identification of credit hours required for prospective teachers in General Education and Professional Education and (2) identification of clock hours prospective teachers spend engaged in various types of learning experiences. Respondents were asked to provide a brief outline of the typical pattern or sequence of courses encountere by prospective teachers in each curriculum. Instructions and an example were provided (See Appendix C). In the outline, respondents were asked to categorize courses as "General Studies or General Education" and as "Professional Studies." Professional Studies were further classified as "Professional Studies in the Field of Specialization or Preparation" (those disciplinary or interdisciplinary

subject matter courses taken in a student's teaching field or area of concentration) and as "General Professional Education Studies" (those Professional Education courses not in one's field of specialization).

To provide information on the typical pattern or sequence of courses, respondents had to make judgments as to what was "typical." Obviously, the sequence of courses taken by each student in a teacher education curriculum may differ somewhat. The intent of the questionnaire, however, was to identify the usual pattern encountered by prospective teachers as they met curriculum requirements. While it is assumed that required courses and/or educational experiences are carefully identified by institutions which prepare teachers, it is also expected that respondents had some degree of freedom in identifying the "usual" or "expected" pattern. This means that data on what is typical are subject to some variation.

Once the typical sequence of courses was determined, respondents were also asked to record the number of credit hours required in each of the designated areas. When editing these data, it was discovered that respondents from the various educational curricula did not always provide the same type of information for each course category. Respondents from Secondary Education curricula and Educational Specialist (K-12) curricula (curricula designed to prepare personnel to teach a particular subject at all grade levels) reported data in a consistent manner. Courses from academic disciplines were recorded for General Education and for Professional Studies in the Field of Specialization. Education courses (those pertaining to the problems and work of the teaching profession) were recorded for General Professional Education Studies.

Respondents for curricula in Special Education consistently reported courses from the academic disciplines for General Education, education courses

for General Professional Education Studies and education courses in areas of concentration (Teaching the Deaf, etc.) for Professional Studies in the Field of Specialization. Respondents for Elementary Education curricula, however, did not report data in a consistent manner. Included in the category of Professional Studies in the Field of Specialization were courses in academic majors or minors, but not education courses. Many respondents for Elementary Educational curricula did not report any required credit hours for Professional Studies in the field of Specialization. When editors called persons who had completed the questionnaire to clarify their responses, it was discovered that respondents for Elementary curricula sometimes indicated that they were unable to make a distinction between General Professional Education Studies and Professional Studies in the Field of Specialization or Preparation.

Whenever it was unclear as to how required courses and/or educational experiences were classified, respondents were called. Within each type of educational curriculum (Elementary, Secondary, etc.) adjustments in the data were made by the editors for the purpose of consistent classification of information. It can be expected, therefore, that data regarding types of courses and/or experiences reported for the three categories identified in a typical educational pattern have been recorded and adjusted in order to make them comparable within each curriculum category. Since some judgment was used in adjusting the data, however, and because some judgment was exercised in determining what constituted a "typical" pattern of courses in the first place, generalizations regarding these data will be limited.

When listing the credit hours received in General Education and Professional Education, respondents were also asked to check how many credit hours were "required" and how many were "elective." In the process of editing

the questionnaires, it was determined that respondents were quite confused as to the meaning of "elective." Some respondents listed elective courses in addition to required courses. Some identified required courses as elective if a prospective teacher was able to choose one or two courses from a series of courses. After the manner of determining "elective" courses was investigated, it was concluded that the inconsistency, variability, and error introduced into this part of the data was of such magnitude that no valid generalizations could be made. Data regarding "elective" courses in a typical sequence of courses, therefore, were not reported.

Information collected regarding the identification of clock hours prospective teachers spend engaged in various types of learning experiences also required adjustment. The information was recorded on a "Learning Experience Matrix." This part of the survey sought to: (1) identify the types of learning experiences provided in the "General Professional Education Studies" component of the teacher education curriculum, (2) identify the location in which the learning experiences typically occurred, and (3) identify the estimated total number of hours a prospective teacher was engaged in each type of learning experience. The process used to identify the above information was to have respondents first determine the types of learning experiences provided in <u>each</u> educational course and/or experience listed previously under the "General Professional Education Studies" component of the teacher education curriculum. A list of learning experiences and their definitions was provided. For each type of learning experience provided in a course, respondents were then asked to determine and record the place or location where the activity occurred and the estimated total number of hours a prospective teacher was engaged in that activity. Further instructions and an example for completing this part of the questionnaire were provided (See Appendix D).

The major limitation identified with the collection of the above information was the fact that total hours recorded for various types of learning activities were estimated. It was not expected that various course instructors would know exactly how many hours students spend in various types of learning activities. It was assumed, however, that instructors would be able to approximate how time is allocated in their respective courses. This limitation was aggravated by the fact that at some institutions several different instructors may teach a required course. In instances such as this respondents were asked to try to identify the most common practices:

> Various persons, including individual instructors, may have to be contacted in order that the matrix be completed accurately. If variation exists among the instructors who teach a particular course, please list the most common practice. The validity of this information is highly dependent upon the thoroughness applied in seeking and recording these data.

All data recorded on the Learning Experience Matrixes were estimated and, therefore, represent a composite of what typically occurred in the "General Professional Education Studies" component of the typical sequence of courses in teacher education curricula. Since these data were estimated and often represented a composite, generalizations and conclusions regarding this information are limited.

Most adjustments in the data recorded on the Learning Experience Matrix involved major discrepancies identified by the editors. In a very few instances, for example, respondents listed the same learning experiences and the same amount of time engaged in each experience for all courses identified. If identified discrepancies or major omissions could not be resolved, either by calling the respondent or by interpretation of the data, the information was not included in the data analysis.

The major problems and limitations associated with this study have been identified and reviewed above. Minor adjustments made when reporting the data for specific questions or question responses will be discussed when reviewing the findings.

III. DATA ANALYSIS

Categories or classification systems used to analyze data, to be most meaningful, should reflect intended uses of the information. Data collected in this study, as indicated previously, are intended to be used by a number of different audiences and for a number of different purposes. Consequently, several approaches to data analysis have been applied. Regardless of the approach used, however, the unit of analysis is the curriculum. As stated earlier, a total of 227 distinct educational curricula were identified during Phase I of this study. Completed survey instruments were received for 220 (96.9%) of the identified curricula. The average (mean) number of educational curricula offered was 3.72 or slightly fewer than 4 per institution. The maximum was 10. The list of institutions and the curricula offered by each one is provided in Appendix E.

Initial Approaches to Data Analysis

In this study, all the data are analyzed by type of educational curriculum, by type of institutional control (type of financial support for the institution offering the educational curricula), and by size of institution offering the educational curricula. Seven types of educational curricula were identified and all curricula were classified accordingly. Sixty-five (65) were identified as Elementary Education curricula -- those curricula designed to prepare personnel to teach at the elementary level. Another 67 were classified as Secondary Education curricula -- those curricula designed to prepare personnel to teach at the secondary level. There were 35 Educational Specialist (K-12) curricula. These curricula prepared prospective teachers to teach a particular subject area at any

grade level (K-12). Of the Educational Specialist (K-12) curricula, 6 were designed to prepare personnel in Art, 15 prepared personnel in Music, 6 prepared personnel in Physical Education, and the rest were designed to prepare personnel in other subject areas.

There were 34 Special Education curricula. Of the Special Education curricula, the following specific areas and the number of curricula in each area were identified: Educable Mentally Handicapped (EMH) - 9 curricula; Hearing Impaired - 3 curricula; Learning Disabled - 5 curricula; Physically Impaired - 2 curricula; Social/Emotional Disorders - 1 curriculum; Speech and/or Language Impaired - 4 curricula; Trainable Mentally Handicapped (TMH) - 1 curriculum; and Visually Impaired - 2 curricula. All other Special Education curricula were identified as "general" special education and not designated as preparing personnel only in one of the above areas. Nine (9) curricula were designed to prepare personnel in the area of Early Childhood Education; two (2) prepared personnel to teach at the Junior High School or Middle School level; and eight (8) were identified as Ungraded Specialist curricula.

Data were also analyzed by type of institutional control. If the curriculum was offered by an institution supported through private funds, it was labeled as a curriculum from a "private" institution. If a curriculum was offered by an institution supported through public funds, it was labeled as a curriculum from a "public" institution. Public institutions offered 68 of the 220 curricula for which completed survey instruments were returned. Private institutions offered 152 curricula.

Finally, all data were analyzed by size of institution offering the educational curricula. "Size" of institution was determined by the number of teachers prepared annually by each institution. Data collected by the Illinois Office of Education to determine Illinois teacher supply and demand

was used to identify the size of institutions in this manner.[1] A very wide variation exists in the number of teachers prepared by Illinois institutions of higher education. In order to provide a meaningful basis for comparison, it was determined that three different-sized institutions needed to be identified. "Small" institutions, which returned completed survey instruments for 93 educational curricula, were those institutions which prepared fewer than 100 teachers annually. "Medium-sized" institutions, which returned completed survey instruments for 55 educational curricula, were those institutions which prepared between 100 and 500 teachers annually. "Large" institutions were those preparing more than 500 teachers annually. "Large" institutions returned completed survey instruments for 72 educational curricula.

"Size" of institution offering the curricula was used to analyze the data because of the interest in this dimension created by the current surplus of teachers which presently exists in most subject matter areas. This dimension is also reflected in the "Standards and Criteria for Institutional Recognition and Program Approval" used by the Illinois Office of Education.[2] Under "Institutional Support for Teacher Education Programs" Standard Number 4 states:

> The institution presents documentation of the need for its programs which includes an analysis of the available supply of teachers in the subject matter field and/or grade level being proposed.

Under "Criteria for Approval of Programs -- Program Resources," Criterion Number 11 states:

> The program has and is attracting, or is realistically expected to attract, sufficient students to enable adequate evaluation of the program.

Using the number of teachers prepared to classify institutions by size, 35 were small, 15 were medium, and 11 were large.

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[1]For a detailed analysis of teacher supply and demand in Illinois, the reader is referred to the report, "Illinois Teacher Supply and Demand: 74-75."

[2]"A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs," Illinois Office of Education, March 21, 1975.

To show how the three dimensions, type of educational curriculum, institutional control, and size of institution, were interrelated, tables were constructed which display the number of institutions and the number of curricula in the above categories.

Table 2 shows the distribution of curricula by type of institutional control and type of educational curriculum. As expected, because of the greater number of private institutions (49), as opposed to public institutions (12), which prepare teachers, considerable more private institutions offer curricula in Elementary Education, Secondary Education, and Educational Specialist (K-12). This difference is reduced, or even reversed, in the remaining four categories. It is noteworthy that while there are fewer public institutions offering curricula in Special Education than private institutions, more distinct curricula in this area were identified for public institutions. While not shown in Table 2, the average number of curricula per institution in each educational category is also higher for public institutions than private institutions. It is particularly interesting to note that all 12 public institutions offer curricula in elementary and secondary education while about 26 percent of the 152 private institutions offer curricula in these areas.

Table 3 shows the distribution of curricula by size of institution and type of education curriculum. Thirty-five (35) institutions were classified as small, 15 as medium, and 11 as large. This difference in the number of institutions in each category is reflected in the number of institutions offering curricula in the areas of Elementary Education, Secondary Education, and Educational Specialis (K-12), with small institutions offering more curricula than medium, and medium sized institutions offering more than large institutions. This pattern is reversed in the areas of Special Education, Early Childhood Education, Junior High School Education, and for Ungraded Specialists. It is particularly noteworthy that large institutions offer more curricula in the areas of Special

Table 2

THE DISTRIBUTION OF CURRICULA BY TYPE OF INSTITUTIONAL CONTROL AND TYPE OF EDUCATIONAL CURRICULUM

TYPE OF EDUCATIONAL CURRICULUM	NUMBER OF INSTITUTIONS OFFERING CURRICULA IN EACH CATEGORY		NUMBER OF CURRICULA IDENTIFIED FOR EACH TYPE OF INSTITUTION	
	PUBLIC	PRIVATE	PUBLIC	PRIVATE
ELEMENTARY EDUCATION	12	40	18	47
SECONDARY EDUCATION	12	41	17	50
EDUCATIONAL SPECIALIST (K-12)	3	20	4	31
SPECIAL EDUCATION	7	12	19	15
EARLY CHILDHOOD EDUCATION	4	4	5	4
JUNIOR HIGH SCHOOL	2	0	2	0
UNGRADED SPECIALIST	2	4	3	5

Table 3

THE DISTRIBUTION OF CURRICULA BY SIZE OF INSTITUTION AND TYPE OF EDUCATIONAL CURRICULUM

TYPE OF EDUCATIONAL CURRICULUM	NUMBER OF INSTITUTIONS OFFERING CURRICULA IN EACH CATEGORY			NUMBER OF CURRICULA IDENTIFIED FOR EACH TYPE OF INSTITUTION		
	Small	Medium	Large	Small	Medium	Large
ELEMENTARY EDUCATION	26	15	11	30	18	17
SECONDARY EDUCATION	28	14	11	32	17	18
EDUCATIONAL SPECIALIST (K-12)	13	7	3	20	10	5
SPECIAL EDUCATION	6	5	8	7	6	21
EARLY CHILDHOOD EDUCATION	2	2	4	2	2	5
JUNIOR HIGH SCHOOL	0	0	2	0	0	2
UNGRADED SPECIALIST	2	1	3	2	2	4

Education and Early Childhood Education since there are relatively few large institutions.

Table 4 shows the distribution of curricula by type of institutional control and size of institution. The information presented here indicates a clear relationship between these variables. Most of the private institutions are also small institutions. Consequently, most of the curricula from private institutions (approximately 70 percent) will also be from small institutions. Another 29 percent of the private institutions are medium-sized institutions. Of the 12 public institutions 10 are large while one each are medium-sized and small. While not a perfect relationship, the strong tendency for private institutions to be small and for public institutions to be large allows some generalizations regarding the data to be reported as pertaining to the "larger, public institutions" or the "smaller, private institutions." More information regarding this relationship will be presented when discussing other categories used for analysis of the data.

In addition to analyzing data by type of educational curriculum, by type of institutional control, and by size of institution offering curricula, analysis was provided for all curricula, as well. For questions which asked individuals to check the appropriate response or responses, the percentage of curricula in each category checking the identified response(s) is reported. For questions which asked that a number be recorded (how many teachers, how many supervisors, etc.) the averages and ranges are reported. When appropriate, additional calculations or data reduction procedures were performed. It is important to remember, however, that in all cases data are reported for curricula as classified or categorized -- not for or by institutions.

Table 4

THE DISTRIBUTION OF CURRICULA BY TYPE OF INSTITUTIONAL CONTROL AND SIZE OF INSTITUTION

SIZE OF INSTITUTION	NUMBER OF INSTITUTIONS IN EACH CATEGORY		NUMBER OF CURRICULA IDENTIFIED FOR EACH TYPE OF INSTITUTION	
	PRIVATE	PUBLIC	PRIVATE	PUBLIC
SMALL	34	1	91	2
MEDIUM	14	1	52	3
LARGE	1	10	9	63

Sub-Analyses

Sub-analyses were performed on data reported on the Learning Experience Matrix. The Learning Experience Matrix, as stated previously, recorded the estimated number of clock hours a prospective teacher was engaged in various types of learning experiences for each course in the General Professional Education component of the teacher preparation curriculum. The location of each learning experience was also recorded.

In an effort to provide information which would allow teacher educators to compare the usual or typical teacher preparation programs with those that were not typical, an attempt was made to reclassify curricula into four additional categories: (1) traditional curricula, (2) performance or competency-based teacher education curricula, (3) cooperative teacher center based curricula, and (4) experimental curricula. Data on the Learning Experience Matrix was then analyzed using these categories.

The response to one particular question on the survey instrument and particular experiences and locations identified on the Learning Experience Matrix were used to reclassify the curricula. Respondents were asked to indicate which statements of four described the teacher training sequence in question. Without identifying the statements as such, each one was intended to be a description of a particular type or category of program. The first (lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction) was intended as a description of "traditional" teacher preparation programs. The second statement, which indicated that most instruction was in the field, was intended as a description of programs which were cooperative teacher center based. A third statement suggesting that the objectives of instruction were stated in publicly observable terms, described performance or competency based teacher education (PBTE or CBTE) programs.

The final statement described those programs which were "experimental" in nature.

If it was indicated that for a teacher preparation curricula "most of the instruction is in the field and more than one agency or constituency participates in determining and executing procedures and/or outcomes of the teacher education curriculum (not just the student-teaching experience)," and if it was indicated on the Learning Experience Matrix that the location "Cooperative Teacher Center" was used for instruction, a curriculum was classified as cooperative teacher center based. If it was indicated that "with respect to each listed item of instruction, the objectives and tests of learning are explicitly stated in publicly observable terms," and if it was indicated that students "work on modules independent of instructors" on the Learning Experience Matrix, a curriculum was classified as being a performance based teacher preparation program.

If it was indicated that "procedures and/or outcomes of instruction are undetermined or do not conform to patterns heretofore in use," or if a curriculum was specifically designated as an experimental program by title, it was classified as experimental in nature. Finally, if it was indicated that for a teacher preparation curriculum "lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction," and if a curriculum was not identified as cooperative teacher center based, PBTE/CBTE or experimental, it was classified as a traditional curriculum.

The four categories of curricula were considered to be mutually exclusive. If any one curriculum met the criteria for more than one category it was eliminated. The intention was to identify those curricula which clearly belonged to one, and only one, of the four types of curricula. It was interesting

to learn that most of the curricula could not be clearly classified. Only 63 curricula were identified as traditional, 16 were classified as cooperative teacher center based, 26 were performance/competency based, and only 3 were experimental. All other curricula which provided information on the Learning Experience Matrix, 103 in number, were considered to be a "Combination" of the four other types identified.

In addition to the analysis of the data on the Learning Experience Matrix using the categories described above, these data were also analyzed by the type of course listed in the General Professional Education sequence. Beginning with the general categories for classifying learning experiences used by NCATE, a 10-category classification system was developed to code each course identified on the Learning Experience Matrix.[3] The classification system and code numbers were as follows:

CATEGORIES	CODE NUMBERS
I. Humanistic and Behavioral Studies	
A. Principles of Education/Introduction to Education (other beginning courses)	1
B. History and/or Philosophy of Education	2
C. Other Foundations of Education Courses (Sociology of Education, etc.)	3
D. Educational Psychology (Behavior Oriented- including human growth and development)	4
E. Educational Psychology (Measurement Oriented- including Tests & Measurement, Statistics, Evaluation).	5
II. Laboratory and Clinical Experiences	
A. Methods and Techniques of Teaching (General)	6
B. Methods and Techniques of Teaching in an Area of Specialization	7

[3]NCATE, "Standards for the Accreditation of Teacher Education," 1972.

III. Practicum

A. Student Teaching (General grade level)- including types of internships 8
B. Student Teaching in an area of specialization - including types of internships 9

IV. Other-determined or established as not belonging to one of the above categories 10

The only information available to determine how a course should be coded using the above classification system was the title or course description provided by the individual respondents on the Learning Experience Matrix. No description of the course content, other than the type of learning experiences indicated for the course, was available. To establish the reliability of this system, therefore, both a coefficient of inter-judge agreement, which reveals the level of agreement between two individuals coding the same courses, and a coefficient of intra-judge agreement, which reveals the level of agreement between two codings done by the same individual, were applied.

A simple descriptive measure of agreement was used. The coefficient of agreement used to indicate the reliability of each course category involved comparing the number of agreed uses of the category with the total number of times both of two individuals used that category (to measure inter-judge reliability) or comparing the number of agreed uses of the category with the total number of times one individual used that category at two different times (to measure intra-judge reliability). Further explanation regarding the training judges and the formula and procedures used to determine reliability is provided in Appendix F.

The coefficients of agreement for each category are presented in Table The proportions of inter-judge agreement range from .20 for "Student Teaching Specialized" to .92 for "Educational Psychology - Behavior Oriented." These results suggest that there are marked differences in the relative reliability of each category. Only half of the course categories had an inter-judge

Table 5

COEFFICIENTS OF AGREEMENT FOR INTER-JUDGE AND INTRA-JUDGE CODING OF COURSES IDENTIFIED ON THE LEARNING EXPERIENCE MATRIX

TYPE OF COURSE	COEFFICIENT OF INTER-JUDGE AGREEMENT	COEFFICIENT OF INTRA-JUDGE AGREEMENT
Principles/Introduction	.48	.89
History/Philosophy	.88	.89
Other Foundations	.38	.54
Ed. Psych (Behavior)	.92	.98
Ed. Psych (Measurement)	.86	1.00
Methods-General	.65	.79
Methods - Specialized	.74	.91
Student Teaching - General	.75	.81
Student Teaching - Specialized	.20	.56
Other	.49	.77

coefficient of more than .70, considered to be a satisfactory level of agreement. The proportions of intra-judge agreement were much higher than for inter-judge agreement although 2 categories of courses still have coefficients of less than .70.

The differences shown in Table 5 are mostly due to the fact that a large group of courses which had relatively non-descript titles (e.g. Teaching of Reading) were all assumed to be a type of "methods" course by the first coder. The second coder made no such assumption and frequently assigned a code of "0" (Other) to these courses. While these differences of interpretation could have been somewhat minimized by further training in the use of the classification system, the resultant increase in the coefficients of agreement would have been due to a more consistent assignment of non-descript course titles -- not due to an increased understanding of what, in fact, was taught in the respective classes. Nevertheless, because of the relatively high proportions of intra-judge agreement and because some of the categories had high inter-judge agreement (History/Philosophy, Educational Psychology - Behavior Oriented, Educational Psychology - Measurement, Methods - Specialized, and General Student Teaching) the data on the Learning Experience Matrix were analyzed using the course categories.

Within the 10 categories of courses, 117 were classified as Principles or Introduction courses, 142 were classified as History/Philosophy courses, 73 were other foundations courses, 272 were classified as Educational Psychology (Behavior Oriented) courses, 48 were Educational Psychology (Measurement) courses, 171 were General Methods courses, 424 were Specialized Methods courses, 165 were classified as General Student Teaching courses, 54 were Specialized Student Teaching courses, and 206 were other types of courses not easily classified as one of the above.

Alternative Categories for Data Analysis

It was stated earlier that because of the number of different audiences this study is intended to serve, the data were analyzed using a number of different approaches. One alternative was to use a classification system recently developed by two researchers from Indiana University, Dr. David L. Clark and Dr. Egon Guba.[4] Clark and Guba, in their work, propose that university or college involvement in knowledge production and utilization (KPU) is dependent upon the type of institutional control (public vs. private) and level of degree offered by the respective institutions (bachelors, masters, doctors). KPU, it was proposed, would also be affected by whether a college or university is a regional institution. Using the identified variables, institutions could be classified as belonging to one of eight categories:

public-doctoral	private-doctoral
public-masters	private-masters
public-bachelors	private-bachelors

public masters regional
public bachelors regional

The researchers assumed that the number of "private-regional" institutions is sufficiently low as to exclude such categories in their research. The classification system, however, is based on the assumption that institutions of higher education, with professional education units, are not homogeneous.

Using the Clark and Guba categories, an institution is classified as public or private depending upon the major source of financial support for the respective institutions. Classification by level of degree depends upon the highest degree offered in any field of education by the respective institutions. Finally, an

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[4]David L. Clark and Egon Guba, "Research on Institutions of Teacher Education" (RITE), Unpublished Paper, National Institute for Education, 1975.

institution is "regional" if it is under the same administration as that of an established, "main" campus of a university.

While the classification system proposed by Clark and Guba was intended to be used for the analysis of data regarding knowledge production and utilization, it was assumed that such a classification system might also be a meaningful way to analyze the data collected in this study regarding characteristics of teacher preparation curricula. Before such an analysis was performed, however, the question was raised as to whether an analysis of the data using the Clark and Guba categories would reveal findings that would differ significantly from analyses already performed. It was suspected that the grouping of institutions by level of degree offered would parallel the grouping of institutions by size.

To help visualize the relationship between size of institution and level of degree offered by an institution, Table 6 was constructed which shows how many Illinois teacher preparation institutions in each of the Clark and Guba categories were large, medium, and small. It was determined that only one public institution in Illinois could be identified as a "regional" institution, but this institution was also the only public institution which offered no more than a bachelor's degree in education. Consequently, the "regional" categories were not used.

If the relationship between size of institutions and level of degree offered by institutions was perfect, all institutions offering no more than a bachelor's degree in education would be small institutions. Similarly, all institutions offering a master's degree would be medium-sized institutions, and institutions offering a doctorate in education would be large institutions. Table 6 shows that, while not perfect, there was a relatively high association between size of institution and level of degree offered by institutions. Twenty-six (26) out of 36 small institutions offered no more than a bachelor's degree in education, but only half (5) of the large institutions offered a doctor's degree in education.

Table 6

THE NUMBER OF ILLINOIS INSTITUTIONS WHICH PREPARE TEACHERS BY SIZE AND HIGHEST DEGREE OFFERED IN EDUCATION

SIZE OF INSTITUTION	PUBLIC			PRIVATE			PUBLIC AND PRIVATE		
	BACHELOR'S	MASTER'S	DOCTOR'S	BACHELOR'S	MASTER'S	DOCTOR'S	BACHELOR'S	MASTER'S	DOCTOR'S
SMALL	1	1		25	8	1	26	9	1
MEDIUM		1		6	7	1	6	8	1
LARGE		5	4			1		5	5

Table 7

MEASURE OF RELATIONSHIP BETWEEN SIZE OF INSTITUTION, LEVEL OF DEGREE OFFERED, AND TYPE OF INSTITUTIONAL CONTROL*

INDEPENDENT VARIABLE(S)	R^2	R
1. level of degree offered by institution	.42	.65
2. type of institutional control	.65	.81
3. level of degree offered by institutions and type of institutional control considered simultaneously	.77	.88
4. level of degree offered by institutions and type of institutional control considered simultaneously together with the interaction between level of degree and type of control.	.81	.90

*The number of students prepared, used to measure size, was the dependent variable in each case.

While most (8) of the medium-sized institutions offered no more than a master's degree in education, 6 offered no more than a bachelor's degree.[5]

To help quantify the relationship between size of institution and institutions classified according to the Clark and Guba categories, a series of multiple regression analyses were performed which established the number of teachers prepared by institutions as the dependent variable.[6] The independent variables, used in a variety of combinations, were the type of institutional control and level of degree offered by institutions. The equations used in these analyses are further explained in Appendix G.

It is known that a number of factors other than level of degree offered by institutions and type of institutional control may affect the number of teachers prepared by an institution, but the analyses were performed to establish degree of association, not necessarily degree of dependency. The resultant multiple R^2 values and corresponding multiple correlation coefficients (R) are shown in Table 7. When the level of degree offered by an institution was considered as the independent variable by itself, R^2 was .42 and R was .65. When institutional control was considered as the lone independent variable, R^2 was .65 and R was .81. When level of degree offered and institutional control were both considered simultaneously as independent variables, R^2 was .77 and R was .88. Finally, when level of degree and type of control were both considered simultaneously as

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[5]A contingency coefficient was computed on the 3 X 3 table of categorical data (combining public and private institutions) in Table 6 to determine a measure of association between degree level and college or university size. The contingency coefficient revealed an index of .55 out of a maximum possible value of .816. In addition, a bivariate correlation between degree level and college size was calculated in which the actual numbers of teachers prepared were utilized rather than the three categories of large, medium, and small. The correlation ratio or eta resulted in an index of .65 and eta squared was .42.

[6]It should be remembered that the number of teachers prepared by an institution was used to define "size."

independent variables together with the interaction between level of degree and type of control, R^2 was .81 and R was .90.

It is shown in Table 7 that the degree of association between number of teachers prepared (size) and the two variables, institutional control and level of degree offered, was increased substantially when the two independent variables were considered together. The resultant R^2 and R led to the conclusion that there was, and is, a very high correlation between the number of teachers prepared by institutions and institutions classified according to the Clark and Guba categories. This relationship is further illustrated in Table 8, which gives the mean number of teachers prepared in each of the Clark and Guba categories. The private institutions offering a bachelor's degree in education prepare the fewest number of teachers. Public institutions offering a doctorate in education prepare the largest number of teachers. All categories of public institutions have higher means than all the categories of private institutions.

Table 8

THE MEAN NUMBER OF TEACHERS PREPARED BY INSTITUTIONS WHEN CATEGORIZED BY LEVEL OF DEGREE OFFERED AND TYPE OF INSTITUTIONAL CONTROL

LEVEL OF DEGREE	TYPE OF INSTITUTIONAL CONTROL	
	PRIVATE	PUBLIC
Bachelor's	64.7	600.0
Master's	125.5	789.7
Doctor's	338.3	1591.5

The purpose of doing the regression analysis was to determine the degree of association between institutions categorized using the Clark and Guba classification system and institutions categorized by size. The relationship was shown

to be very high. It was concluded, therefore, that the grouping of institutions by level of degree offered and type of control parallelled the grouping of institutions by size. Consequently, analysis of the data using the Clark and Guba categories would reveal similar findings to those already identified when the data were analyzed by size of institution. Nevertheless, the data in this study were analyzed using the Clark and Guba categories in order that curricula from public institutions could be compared to curricula from private institutions by level of degree offered. In addition to analyzing the data by type of educational curriculum, by type of institutional control and by size of institution, therefore, the data have been analyzed using the Clark and Guba categories and are presented in tables in Appendix H. The tables in Appendix H are not discussed but are numbered, with the subscript "C & B", to correspond to the numbered tables in the following chapters in order that they may be easily referenced.

IV. SELECTION AND RETENTION OF PROSPECTIVE TEACHERS

One way to describe or compare different curricula within the teaching profession, as well as to compare the teaching profession with other professi is to identify requirements which must be met by those seeking to enter the profession. Admission standards, of course, can have a significant affect on the type of personnel completing professional training. Consequently, the first set of questions to be completed for this study was designed to identify requirements for admission to the teacher preparation curriculum, not admission to the college or university. The purpose was to identify those guidelines used for selection and retention of prospective teachers. Information regarding the number of students applying for admission, accepted for admission, and finishing the teacher education curricula was also collect and analyzed.

Criteria for Selection

Table 9 identifies all questions and question responses regarding the selection of prospective teachers. The percentage of respondents checking each possible answer is reported by curriculum category. The number of curricula for Early Childhood Education (9), Junior High School (2), and Upgraded Specialists (8) is relatively low. It should be emphasized that when so few cases are involved, the percentage of responses are affected more dramatically by one or two respondents than when larger numbers of curricula are involved.

When asked to check the criteria used for selection of prospective teachers from a given list, four were identified as used most often by all curricula: grade point average, minimum number of credit hours earned, form

Table 9

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses	Curriculum by Category												
Which of the following, if any, are used as criteria for selection of student applicants? (Do not include criteria for selection of transfer students if they are different from criteria used for other students.) Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Open enrollment - no specific admission or selection requirements	11.4	10.8	11.9	17.1	11.8	0.0	0.0	0.0	13.2	10.5	12.9	9.1	11.1
(2) Grade point average	70.9	67.7	74.6	65.7	67.6	77.8	100.0	87.5	65.2	74.3	61.3	87.3	70.8
(3) Standard achievement or aptitude tests	15.9	12.3	14.9	8.6	26.5	22.2	0.0	37.5	22.1	13.2	8.6	12.7	27.8
(4) Minimum number of credit hours earned	52.7	41.2	62.7	40.0	41.2	77.8	100.0	62.5	52.9	52.6	52.7	54.5	51.4
(5) Formal application	72.3	75.4	74.6	65.7	64.7	77.8	100.0	75.0	76.5	70.4	67.7	78.2	75.0
(6) Personality Record	14.5	15.4	14.9	14.3	14.7	0.0	0.0	25.0	8.8	17.1	16.1	18.2	9.7
(7) Class Rank	10.5	10.8	9.0	14.3	11.8	0.0	0.0	12.5	16.2	7.9	5.4	5.5	20.8
(8) Age	2.3	1.5	1.5	8.6	0.0	0.0	0.0	0.0	1.5	2.6	2.2	1.8	2.8
(9) Personal Interview	51.4	55.8	55.2	48.6	38.2	55.6	50.0	62.5	51.7	56.6	60.2	45.5	44.4
(10) Health Exam or Medical Report	25.9	26.2	25.4	28.6	23.5	11.1	50.0	37.5	25.0	26.3	12.9	43.1	31.0
(11) Proficiency Exams	14.5	9.2	9.0	25.7	11.8	55.6	0.0	25.0	16.2	13.8	18.3	5.5	16.7
(12) Letters of Recommendation	38.2	38.5	35.8	40.0	38.2	11.1	100.0	62.5	25.0	44.1	45.2	38.8	30.6
(13) Social standards	6.4	4.6	6.0	8.6	5.9	0.0	0.0	25.0	10.3	4.6	4.3	5.5	6.9
(14) Committee approval	41.1	52.3	46.3	42.9	38.2	88.9	50.0	75.0	38.2	53.9	53.8	54.5	38.9

Table 9 continued on next page

Table 9 (continued from preceding page)

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses		Curriculum by Category												
Are there any admission requirements other than those listed above?	All Curr. (220) f	Elem. (65) f	Sec. (67) f	Educ. Spec. (K-12) (35) f	Spec. Educ. (34) f	Early Childhood Educ. (9) f	Junior High School (2) f	Ungraded Spec. (8) f	Public (68) f	Private (152) f	Small (93) f	Medium (55) f	La (f
(1) Yes	35.5	33.8	35.8	28.6	38.2	33.3	100.0	50.0	52.3	27.6	21.5	32.7	5
(2) No	58.2	60.0	61.2	51.4	61.8	55.6	0.0	50.0	45.6	63.8	65.6	65.5	4
If "Yes," please explain other requirements.													
(1) Department or Dean approval	10.9	13.8	10.4	2.9	8.8	11.1	50.0	25.0	20.6	6.6	2.2	14.5	1
(2) Must successfully complete a particular course or set of courses	8.2	10.8	7.5	8.6	2.9	11.1	50.0	0.0	7.4	8.6	3.7	5.5	
(3) Performance skills must be demonstrated (e.g. Music)	1.8	0.0	0.0	11.4	0.0	0.0	0.0	0.0	0.0	2.6	3.2	1.8	
(4) Evidence of interest in or commitment to young people	4.5	1.5	7.5	2.9	2.9	22.2	0.0	0.0	2.9	5.3	4.3	1.8	
(5) Other	11.4	9.2	10.4	11.4	17.6	0.0	0.0	25.0	17.6	8.6	6.5	12.7	1
Are different standards for selection or admission applied to transfer students?													
(1) Yes	15.9	18.5	17.9	17.1	8.8	11.1	50.0	0.0	19.1	14.5	10.8	16.4	2
(2) No	81.4	78.5	77.1	82.9	85.3	88.9	50.0	100.0	77.9	82.2	86.0	80.0	7
If "Yes," briefly explain how admission standards differ.													
(1) If AA degree is complete, English proficiency is waived	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	
(2) Residency requirements	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	1.8	
(3) GPA must be established	4.5	6.2	6.0	2.9	2.9	0.0	0.0	0.0	8.8	2.6	0.0	3.6	1
(4) Other	10.9	15.4	7.5	11.4	8.8	11.1	50.0	0.0	13.2	9.9	10.8	10.9	1

Table 9 continued on next page

Table 9 (continued from preceding page)

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses		Curriculum by Category											
		All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
		%	%	%	%	%	%	%	%	%	%	%	%	%
Is every applicant who meets minimum admission standards admitted?														
(1) Yes		85.2	86.2	80.6	91.4	70.6	88.9	100.0	87.5	72.1	88.2	84.9	74.5	77.2
(2) No		13.6	10.8	17.9	2.9	23.5	11.1	0.0	12.5	25.0	8.6	11.8	1.8	20.0
If "No," what types of limits or quotas are employed? Check those that apply.														
(1) Limited by number - transfer students only		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) Limited by number - all applicants		9.5	9.2	10.4	0.0	20.6	11.1	0.0	0.0	23.5	3.3	5.4	1.8	20.8
How many are admitted?	Mean	67.8	136.2	17.1	0.0	65.3	25.0	0.0	0.0	76.4	40.0	36.0	25.0	81.2
	Median	24.7	55.0	1.9	0.0	25.3	25.0	0.0	0.0	20.2	35.0	21.3	25.0	24.8
	Mode	0.0	0.0	0.0	0.0	25.0	25.0	0.0	0.0	0.0	15.0	20.0	25.0	0.0
	Minimum	0.0	0.0	0.0	0.0	13.0	25.0	0.0	0.0	0.0	15.0	15.0	25.0	0.0
	Maximum	563.0	563.0	85.0	0.0	287.0	25.0	0.0	0.0	563.0	80.0	80.0	25.0	563.0
(3) Other		5.5	4.6	6.0	0.0	8.8	11.1	0.0	12.5	7.4	4.6	5.4	1.8	8.3

application, and personal interview. Formal application was the most frequently checked criterion. About 72.3 percent of all curricula had checked it. Among the different types of educational curricula, Special Education had the lowest response (64.7 percent) and Early Childhood Education had the highest response (77.8 percent) except for Junior High School. Both Junior High School curricula (100.0 percent) use formal application as a selection criterion. The percentage of curricula from public institutions using formal application as a selection criterion (76.5 percent) was slightly higher than the percentage of curricula from private institutions (70.4 percent). It is interesting to note that a higher percentage of curricula from medium-sized institutions use formal application than curricula from small or large institutions.

The second most frequently used criterion for selection of prospective teachers by all curricula was grade point average. Of all 220 identified curricula, 70.9 percent had checked this criterion. The range of responses among the different educational curricula for grade point average was from 65.7 percent for Educational Specialist, K-12 to 100.0 percent for Junior High School. More curricula from private institutions (74.3 percent) use grade point average as a selection criterion than from public institutions (63.2 percent). As was the case for formal application, more curricula from medium-sized institutions used grade point average than from large institutions or small institutions.

Approximately the same percentage of all curricula reported minimum number of credit hours earned (52.7 percent) and personal interview (51.4 percent) as criteria for selection. The percentage of respondents using a minimum number of credit hours earned as a criterion varied considerably among the different educational curricula (40.0 percent for Educational Specialist, K-12 to 100.0 percent for Junior High School). When categorized by type of control

and by size of institution, however, the percentage of curricula using minimum number of credit hours earned was slightly more than 50 percent for all categories.

Personal interview, the last criterion used by over 50 percent of all curricula (51.4 percent) for selection of prospective teachers varied from 38.2 percent of the respondents for Special Education curricula to 62.5 percent for Ungraded Specialists. Considerably more curricula from private institutions (56.6 percent) use personal interview than from public institutions (39.7 percent). Curricula from small institutions also use personal interview more heavily (60.2 percent) than curricula from medium-sized institutions (45.5 percent) and large institutions (44.4 percent).

Two additional criteria for selection were used by a large percentage of all curricula but were not used by over 50 percent: (1) committee approval, used by 49.1 percent, and (2) letters of recommendation, used by 38.2 percent. Among the educational curricula the frequency of use of committee approval ranged from 38.2 percent for Special Education to 88.9 percent for Early Childhood Education. This criterion was used by a much higher percentage of curricula from private institutions (53.9 percent) than from public institutions (38.2 percent) and by curricula from smaller and medium-sized institutions (53.8 percent and 54.5 percent, respectively) than from larger institutions 38.9 percent).

The use of letters of recommendation also varied considerably among the different educational curricula (11.1 percent for Early Childhood Education to 100.0 percent for Junior High School), and this criterion was also used much more by curricula classified as coming from private, smaller institutions.

Of curricula from private institutions, 44.1 percent use letters of recommendation as a criterion for selection while 25.0 percent of curricula from public institutions use it. Of curricula from small institutions, 45.2 percent use letters of recommendation while 36.4 percent of curricula from medium-sized institutions and 30.6 percent from large institutions use it.

Of all the other criteria for selection identified, standard achievement or aptitude tests, personality record, class rank, age, health exam or medical review, proficiency exams, and social standards, all are used by a relatively small percentage of curricula in the various categories. The different categories of educational curricula, as was the case for the more frequently used criteria, vary considerably in their use of the above standards. The most interesting difference is in the use of some of the criteria by curricula from public and private institutions and among curricula from different sized institutions. Of those curricula using standard achievement or aptitude tests, 22.1 percent of public curricula and 13.2 percent of private curricula checked this criterion, while 8.6 percent of curricula from small institutions, 12.7 percent from medium-sized institutions, and 27.8 percent from large institutions checked this criterion.

Among curricula using personality record as a criterion for selection, 8.8 percent of those from public institutions and 17.1 percent of those from private institutions checked this criterion. A difference in size of institutions was also reflected in the responses of this criterion. Of curricula from small institutions, 16.1 percent indicated use of student's personality record while 18.2 percent from medium-sized institutions and 9.7 percent from large institutions indicated that this criterion was used to select prospective teachers.

Class rank was the only additional criterion for selection which reflected a noticeable difference in responses when analyzed by type of support and by size of institution. Only 7.9 percent of curricula from private institutions use this criterion while 16.2 percent from public institutions use it. Of curricula from small and medium-sized institutions, 5.4 percent and 5.5 percent, respectively, indicated use of this criterion while 20.8 percent of curricula from large institutions checked this response.

Of special interest among the responses to this question was the percentage of curricula which had checked the first choice -- open enrollment, no specific admission or selection requirements. Curricula in the categories of Early Childhood Education, Junior High School and Ungraded Specialist indicated no responses for this item. The responses in all other categories of curricula, however, did not deviate too far from the composite indicated for all curricula, 11.4 percent. This means that for a little over one-tenth of all curricula, respondents indicated that no particular criteria for selection or admission apply. If this statistic is to be interpreted correctly, however, it is important to remember that the question asked for respondents to indicate which criteria are used for admission to the teacher preparation curricula -- not the college or university. It is probable that once students meet standards for admission to the college or university, no further requirements are indicated.

Although not reflected in Table 9, an additional analysis was done on the data regarding criteria used for selection of prospective teachers. Once the percentage of curricula in each category had been indicated, the most frequent combinations of criteria were identified. For all 220 curricula, only one combination of criteria appeared more than a few times. About 5 percent of the respondents (11 cases) indicated that grade point average, minimum

number of credit hours earned, formal application, personal interview, letters of recommendation, and committee approval were used in combination as criteria for selection. Although not a "combination," 8 respondents or 3.6 percent indicated that only grade point average was used as a criterion for selection.

A list of 14 possible criteria for selection and admission of prospective teachers was identified in the above question. Yet, when asked if any additional admission requirements were used to select prospective teachers, 78 respondents or 35.5 percent indicated that additional requirements were used. After coding all written "other" requirements, four additional categories of selection criteria were identified. None was used by a very high percentage of respondents. Department or Dean Approval was used by 10.9 percent of all curricula, and the use varied considerably among the different educational curricula. It is interesting to note, however, that 20.6 percent of public curricula but only 6.6 percent of private curricula use this criterion. Of curricula from small institutions, only 2.2 percent indicated use of Department approval while 14.5 percent of curricula from medium-sized institutions and 19.4 percent of curricula from large institutions indicated that this approval was necessary for admission to the teacher education curricula.

Of the three additional admission requirements identified, all were used by a low percentage of respondents. Only 8.2 percent of all curricula indicated that a prospective teacher must successfully complete a particular course or set of courses. Fewer, 1.8 percent, indicated that performance skills (e.g., Music) must be demonstrated. Although not used by very many curricula as a standard for selection or admission, an interesting requirement identified was

evidence of interest in or commitment to young people. Only 4.5 percent indicated use of this requirement. All "other" requirements used were not specified or not identified as one of the above mentioned requirements. Approximately 11.4 percent of all curricula, however, indicated other, unspecified requirements were imposed.

During the process of developing the survey instrument, it was discovered that different standards for selection or admission to a teacher education curriculum are often applied to transfer students. When respondents were asked to indicate if, indeed, different standards were used for transfer students, 35 or 15.9 percent indicated "yes." When asked to explain how admission standards differed, however, only three additional standards were identified. Less than 1 percent (0.5) indicated that if a prospective teacher has completed his or her Associate Arts degree, an English proficiency requirement is waived. Only 0.5 percent indicated that residency requirements must be met. Ten respondents or 4.5 percent indicated that grade point average must be established to be admitted to the teacher education curricula. Twenty-four respondents or 10.9 percent indicated that "other," unspecified admission standards are applied.

Given the fact that 61 institutions of higher education prepare teachers in Illinois, the question was raised as to whether any of the 220 curricula at these institutions restrict enrollment. Respondents were, therefore, asked if every applicant who met minimum admission standards was accepted as a prospective teacher in the teacher preparation program. A very high percentage (83.2 percent) indicated that all applicants meeting minimum standards were admitted. Only 30 respondents or 13.6 percent reported that all applicants were not admitted. Of those respondents indicating that all applicants were not admitted, a significantly higher percentage were for curricula from the larger, public institutions.

Of those curricula from public institutions, 25.0 percent indicated that enrollment in teacher preparation curricula was limited while only 8.6 percent of the curricula from private institutions indicated that the number of applicants accepted was limited. Of the curricula from large institutions, 25.0 percent indicated that not all applicants were admitted while only 1.8 percent of the curricula from medium-sized institutions and 11.8 percent of the curricula from small institutions indicated that enrollment was restricted.

Respondents who indicated that not every applicant meeting minimum admission standards was accepted were further asked to identify the types of limits or quotas employed. No respondents indicated that the number of transfer students accepted into teacher preparation curricula was restricted, but 9.5 percent (21 respondents) indicated that the total number of all applicants was limited. The percentage of curricula limiting all applicants varied widely among the different educational curricula. Special Education had the highest percentage of curricula (20.6 percent) restricting the number of all applicants. Responses also differed considerably among curricula from public and private institutions and among the curricula from different sized institutions. Only 3.3 percent of curricula from private institutions indicated that the number of applicants accepted was limited, while 23.5 percent of the curricula from public institutions limited all applicants. The percentage of curricula from small institutions (5.4 percent) and medium-sized institutions (1.8 percent) limiting all applicants was much lower than the percentage of curricula from large institutions (20.8 percent) limiting the number accepted.

Not knowing in advance how many curricula would indicate that limits or quotas were placed on the total number of applicants accepted into a teacher preparation curriculum, respondents were also asked to indicate how many

applicants were admitted if limits were employed. The purpose for asking how many applicants were admitted was to determine if any patterns would emerge among the different categories of curricula. The low number of cases in each category, however, greatly limits the generalizations regarding this information. It is interesting to note that for all curricula indicating that limits are employed (21 cases) the mean number of applicants admitted was 67.8 while the median was 24.7, thus indicating a skewed distribution.

A very small percentage of all curricula (5.5 percent) indicated that "other" unspecified types of limits or quotas were imposed.

Criteria for Retention

Evidence of a surplus of teachers during recent years as well as an increase in concern over the quality of education in elementary and secondary schools has caused an increased interest not only in criteria for selection of prospective teachers, but also in criteria for retention of prospective teachers. In an attempt to document the use of criteria for the retention of prospective teachers in teacher preparation curricula, respondents to this study were asked to identify those criteria used for retention purposes in their respective curricula.

Table 10 lists the percentage of responses recorded for each criterion used for the retention of prospective teachers in different categories of curricula. Of the ten choices given to respondents, only one was checked by over half of all curricula -- minimum grade point average (GPA) in all courses must be maintained. This criterion was checked by 89.1 percent of all curricula. Respondents indicated that GPA in all courses was used by a very high percentage in each of the educational curricula identified. The range of responses was

Table 10

RETENTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION INDICATING THE USE OF IDENTIFIED CRITERIA FOR RETAINING PROSPECTIVE TEACHERS

Questions and Responses		Curriculum by Category											
Which of the following, if any, are used as criteria for retention of students in the teacher education curriculum? Check those that apply.	All Curr. (220) f	Elem. (65) f	Sec. (67) f	Educ. Spec. (K-12) (35) f	Spec. Educ. (34) f	Early Childhood Educ. (9) f	Junior High School (2) f	Ungraded Spec. (8) f	Public (68) f	Private (152) f	Small (93) f	Medium (55) f	
(1) No requirements	0.9	1.5	0.0	2.9	0.0	0.0	0.0	0.0	1.5	0.7	0.0	3.6	
(2) Minimum grade point average in all courses must be maintained	89.1	89.2	86.6	88.6	100.0	77.8	100.0	75.0	91.2	88.2	87.1	81.8	
(3) Minimum grade point average in teacher education courses must be maintained	48.2	50.8	46.3	60.0	58.2	66.7	0.0	25.0	26.5	57.9	52.7	60.0	
(4) Minimum credit hour load must be maintained	14.1	15.4	13.4	11.4	20.6	0.0	0.0	12.5	13.2	14.5	14.0	10.	
(5) Maximum time limit for completion of curriculum requirements is imposed	6.4	0.0	4.5	8.6	17.6	0.0	0.0	25.0	8.8	5.3	4.3	5.5	
(6) Residence requirements are imposed	31.8	33.8	26.9	25.7	38.2	33.3	50.0	50.0	36.8	29.6	25.7	38.2	
(7) Standard achievement or aptitude tests are required	5.0	3.1	4.5	11.4	2.9	0.0	0.0	12.5	8.8	3.3	3.2	3.6	
(8) Evidence of good character or social standards is required	45.0	44.2	52.2	45.7	58.2	0.0	50.0	50.0	50.)	51.3	47.3	56.4	
(9) Progress toward successful completion of curriculum requirements not listed above must be demonstrated	45.0	52.3	50.7	37.1	29.4	44.4	0.0	50.0	39.7	47.4	45.2	41.1	
(10) Other. Please state.													
Minimum GPA in major or other special courses	7.3	6.2	10.4	8.6	2.9	11.1	0.0	0.0	2.9	9.2	5.4	14.4	
Department rejection for reasons of its own	0.9	0.0	3.0	0.0	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	
Positive recommendations from professionals in the field	5.0	3.2	6.0	2.9	0.0	0.0	0.0	0.0	7.4	3.3	2.2	7.3	
Other	8.2	7.7	7.5	17.1	2.9	0.0	0.0	12.5	1.5	11.2	12.9	3.1	

75.0 percent for Ungraded Specialists to 100.0 percent for Special Education curricula. A high percentage of curricula from both public institutions and private institutions indicated that this criterion is used for retaining prospective teachers once admitted to the teacher education curricula. Size of institutions offering the various curricula did not seem to be a determining factor as to whether this criterion was used, although curricula from large institutions indicated a higher percentage of use than did curricula from small or medium-sized institutions.

Three additional criteria were used by a large percentage of all curricula in the retention of prospective teachers: (1) minimum grade point average in teacher education courses must be maintained, (2) evidence of good character or social standing is required, and (3) progress toward successful completion of curricula requirements must be demonstrated. While a large percentage of responses was recorded for each of these three criteria, none were indicated as used by over 50.0 percent of all curricula. The percentage of respondents in the various types of educational curricula indicating that a minimum grade point average in teacher education courses must be maintained as a criterion for retention varied significantly (excluding Junior High School curricula for which no responses were recorded). The percentage of curricula using this criterion ranged from 25.0 for Ungraded Specialists to 60.0 percent for Educational Specialists. The percentage of all curricula using this criterion was 48.2 percent. There was also a large difference in the use of this criterion by curricula from public institutions as opposed to curricula from private institutions. The percentage of curricula from public institutions indicating that minimum grade point average in teacher education courses was used as a criterion for retention was 26.5 percent. The percentage of curricula from

private institutions, on the other hand, was 57.9 percent. In addition, this variation was also reflected in the size of institutions offering the various curricula. Curricula from small institutions indicated that 52.7 percent use this criterion while respondents from medium-sized institutions indicated a 60.0 percent use. Curricula at large institutions, on the other hand, indicated only a 33.3 percent use.

Two criteria, evidence of good character or social standards and progress toward successful completion of curriculum requirements, were used by 45.0 percent of all curricula. While there was not a large variation among the different types of educational curricula using evidence of good character or social standards as a criterion for retention, a greater variation was indicated among curricula from public institutions and private institutions and among the curricula from the different sized institutions. A higher percentage of curricula from smaller, private institutions indicated that evidence of good character was a criterion used for retention.

Variation among the different categories of curricula was not as great for the criterion "progress toward successful completion of curriculum requirements." As was the case among curricula using evidence of good character, a slightly higher percentage of curricula from private institutions indicated that "progress toward completion" was used as a criterion for retention.

Only two additional criteria for retention were reported by more than 10.0 percent of all respondents. About 31.8 percent of all curricula indicated that residence requirements were imposed, and 14.1 percent indicated that a minimum credit hour load must be maintained to be retained in the teacher education program. All additional criteria for retention identified, including responses listed under the option "other," were used by fewer than 10.0 percent

of all curricula. The criteria which were used by a very low percentage of respondents included a maximum time limit for completion of curriculum requirements, standard achievement or aptitude tests, minimum grade point average in one's major or other special courses, department rejection for reasons of its own, and positive recommendations from professionals in the field.

As was the case when identifying criteria for selection of prospective teachers, respondents were given the opportunity to check "no requirements" when asked to identify criteria used for retention of students in the teacher education curriculum. A very low percentage, 0.9 percent, indicated no requirements were imposed for retaining students.

In summary, no obvious pattern emerged among the different educational curricula concerning the use of the identified criteria for retention. Greater differences were observed for a few criteria among curricula from public institutions and private institutions and among the curricula from the different sized institutions.

An additional analysis regarding the most frequent combinations of criteria used for the retention of prospective teachers in teacher education curricula was conducted. Only two combinations of criteria were identified as being used by more than ten respondents. Minimum grade point average in all courses and minimum grade point average in teacher education courses were the only two criteria checked by 14 curricula, but 16 different curricula checked minimum grade point average in all courses, minimum grade point average in teacher education courses, and progress towards successful completion of curriculum requirements as the only criteria used in the retention of prospective teachers in the teacher education curricula. Twenty-five (25) respondents

indicated that minimum grade point average in all courses was the only criterion used for retention of prospective teachers. No additional combinations of criteria were identified.

Number of Students in Teacher Preparation Curricula

Much has been said in recent years regarding the number of personnel being prepared to teach. While it was not the intention of this study to collect teacher supply and demand data, there was an attempt to determine what change, if any, has occurred regarding the number of persons being prepared in the different categories of teacher education curricula. Respondents were asked to record the number of students who had applied for admission to their respective curricula, how many students were accepted, and how many students finished the teacher education curricula in 1972-73, 1973-74, and 1974-75. Since data for this study were collected during the 1974-75 academic year, numbers of students recorded for this period of time were estimated.

Table 11 identifies the total number of students applying for admission, accepted, and finishing teacher education curricula by size of institution offering the curricula and by type of control for the teacher education curricula during the 1972-73, 1973-74, and 1974-75 academic years. The percent change in the total number of students from 1972-73 to 1974-75 applying, accepted, and finishing is also presented. Table 12 records the total number of students applying for admission, accepted, and finishing teacher preparation by type of educational curricula.

In almost all curricula, regardless of type of education offered, regardless of whether the curricula were from a public school or private school, and regardless of the size of institution offering the various curricula, the number of students applying, accepted, and finishing teacher preparation

Table 11

TOTAL NUMBER OF STUDENTS APPLYING FOR ADMISSION, ACCEPTED, AND FINISHING TEACHER EDUCATION CURRICULA BY SIZE OF INSTITUTION AND TYPE OF INSTITUTIONAL CONTROL

	Applied	Accepted	Finished
All Curricula			
1972-73	18796	18170	14944
1973-74	17701	16708	14090
1974-75*	17244	15706	12033
Percent Change **	-8.3%	-13.6%	-19.5%
Public Supported Curricula			
1972-73	12903	13086	10403
1973-74	12060	11815	9803
1974-75*	11567	10898	8026
Percent Change**	-10.4%	-16.7%	-22.8%
Private Supported Curricula			
1972-73	5893	5084	4541
1973-74	5641	4893	4287
1974-75*	5677	4808	4007
Percent Change**	-3.4%	-5.4%	-11.8%
Small Institutions			
1972-73	2002	1775	1727
1973-74	1899	1769	1586
1974-75*	2039	1885	1531
Percent Change**	+1.8%	+6.2%	-11.3%
Medium Institutions			
1972-73	2986	2901	2443
1973-74	2927	2786	2467
1974-75**	2720	2569	2169
Percent Change**	-8.9%	-11.4%	-11.2%
Large Institutions			
1972-73	13808	13494	10774
1973-74	12875	12153	10037
1974-75*	12485	11252	8333
Percent Change**	-9.6%	-16.6%	-22.7%

*1974-75 figures are estimated.
**Percent change is from 1972-73 to 1974-75

Table 12

TOTAL NUMBER OF STUDENTS APPLYING FOR ADMISSION, ACCEPTED, AND FINISHING TEACHER EDUCATION CURRICULA BY TYPE OF EDUCATIONAL CURRICULA

	Applied	Accepted	Finished
Elementary Curricula			
1972-73	6673	6010	5810
1973-74	6496	5825	5561
1974-75*	6808	5810	4855
Percent Change**	+2.0%	-3.3%	-16.4%
Secondary Curricula			
1972-73	8299	7556	6518
1973-74	7373	6403	5713
1974-75*	6463	5473	4509
Percent Change**	-22.1%	-27.6%	-30.8%
Educational Specialist, K-12			
1972-73	863	776	549
1973-74	868	822	494
1974-75*	799	724	434
Percent Change**	-7.4%	-6.7%	-20.9%
Special Education			
1972-73	1938	2978	1460
1973-74	2030	2789	1472
1974-75*	2117	2825	1724
Percent Change **	+9.2%	-5.1%	+18.1%
Early Childhood Education			
1972-73	621	599	276
1973-74	534	521	286
1974-75*	519	505	228
Percent Change**	-16.4%	-15.7%	-17.4%
Junior High School			
1972-73	63	61	105
1973-74	63	60	74
1974-75*	62	60	50
Percent Change**	-1.6%	-1.6%	-52.4%
Ungraded Specialist			
1972-73	339	190	226
1973-74	337	288	220
1974-75*	476	309	233
Percent Change**	+40.4%	+62.6%	+3.1%

*1974-75 figures are estimated

**Percent change is from 1972-73 to 1974-75

curricula during the last three years has declined. There are a couple of exceptions. The number of students applying for admission and being accepted in the teacher education curricula from small institutions increased slightly from 1972-73 to 1974-75. The number of students applying increased by 1.8 percent; the number of students accepted increased by 6.2 percent. It is interesting to note, however, that the number of students finishing or completing teacher education curricula from small institutions decreased during the same period of time by 11.3 percent. The same situation was evident for curricula in Elementary Education. The number of students applying for admission increased from 1972-73 to 1974-75 by 2.0 percent, but the number of students accepted in the program and finishing decreased during this same period of time. The number accepted decreased by 3.3 percent. The number finishing decreased by 15.4 percent.

Special Education was one category of curricula which not only indicated that the number of students applying increased from 1972-73 to 1974-75, but also that the number completing the teacher education curricula increased. The number of students applying for admission to Special Education curricula increased 9.2 percent during this three-year period; the number of students finishing the teacher education curricula increased 18.1 percent. What is interesting to note is that the number of students accepted into the Special Education curricula during this same period of time decreased by 5.1 percent.

The only category of curricula to indicate an increase in the number of students applying, the number of students accepted, and the number of students finishing teacher education curricula during the three-year period from 1972-73 to 1974-75 was Ungraded Specialists. Compared to other categories of curricula, the number of students reported is relatively low. Nevertheless, the number of students applying increased 40.4 percent from 1972-73 to 1974-75. The number of students accepted in Ungraded Specialist curricula increased 62.6 percent and, finally,

the number of students finishing increased 3.1 percent. The rate of increase in the number of students finishing the teacher education curricula for Ungraded Specialists was significantly less than the rate of increase in the number of students applying and accepted.

In almost all categories of curricula indicating an overall decrease in the number of students applying, accepted, and finishing the teacher education curricula from 1972-73 to 1974-75, the rate of decrease for students finishing the program was greater than the rate of decrease for the students accepted and the rate of decrease in the number of students applying for admission. There were, however, a few exceptions to this generalization. For curricula preparing Educational Specialists, Early Childhood Education teachers, and Junior High School teachers, the rate of decrease in the number of students accepted into the teacher education curricula was equal to or slightly less than the rate of decrease in the number of students applying to the teacher education curricula. Nevertheless, in each of these three cases, the number of students finishing the teacher education curricula decreased at a faster rate than the number of students applying for admission.

For all curricula, the number of students finishing teacher preparation decreased by 19.5 percent. Sharp differences, however, were reported for curricula from the large, public institutions and the smaller, private institutions. The number of students finishing curricula from public institutions decreased at a faster rate (22.8 percent) than the number of students completing curricula from private institutions (11.8 percent). The rate of decrease for students finishing teacher education curricula from small institutions and medium-sized institutions was approximately the same, 11.3 percent and 11.2 percent respectively. The rate of decrease for students completing teacher education curricula from large institutions, however, was almost twice as great as the rate of decrease for small and medium-sized institutions. The number of students completing

teacher education curricula in large institutions decreased 22.7 percent from 1972-73 to 1974-75.

Among the different types of educational curricula evidencing a decrease in the number of students finishing the teacher preparation programs, the greatest rate of decrease was for Junior High School curricula. The number of students finishing this type of curriculum decreased 52.4 percent from 1972-73 to 1974-75. It should be pointed out that the number of students in this curriculum category is significantly less than in other categories of curricula. The other educational curricula evidencing a decrease in the number of students finishing the teacher education program were, in descending order, Secondary Education (-30.8 percent), Educational Specialists (-20.9 percent), Early Childhood Education (-17.4 percent), and Elementary Education (-16.4 percent).

It was indicated earlier that it was not the intention of this study to collect Illinois teacher supply and demand data. Generalizations regarding the above reported data, however, compare favorably with generalizations regarding the number of teachers prepared in Illinois reported elsewhere.[1] In the last three years, in practically all categories of educational curricula, the number of students finishing preparation programs has declined. The major exception reported above is in the area of Special Education. The number of students completing preparation in Special Education has increased significantly over the last three years. The curricula for Ungraded Specialists also indicate a slight increase in the number of students completing the teacher preparation programs. The increase in Ungraded Specialists should probably be interpreted carefully since a wide variety of teacher education curricula are included in this category.

In an attempt to gain further insight into the selection and retention characteristics of the different categories of educational curricula, the averages

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[1]See "Illinois Teacher Supply and Demand: 1974-75," Ill. Office of Education, Winter, 1975.

and range in the number of prospective teachers completing training per curriculum in 1974-75 are presented in Table 13. This table shows that in many categories of curricula the means differ significantly from the medians. This is an indication that the number of students prepared by the curricula in each category may vary significantly and that the distribution is skewed. Nevertheless, some generalizations regarding the average number of students prepared in each category of curricula can be made. For all curricula the mean number of students prepared was 65.0. The median was significantly less (27.3). The range in the number of students prepared in 1974-75 per curriculum was from a minimum of zero to a maximum of 800. Both the mean and median reported for curricula offered by public institutions were significantly larger than the mean and median reported for curricula offered by private institutions. The mean number of students prepared per curriculum from public institutions was 148.6 while the mean number of students prepared per curriculum from private institutions was 30.6. The median number of students prepared per curriculum from public institutions was 50.2 while the median number of students per curriculum from private institutions was 22.3. In both cases the "average" number of students prepared per curriculum from public institutions is much larger than the number of students prepared per curriculum from private institutions.

Since "size" of institution used in the analysis of data in this study was defined by using the number of teachers being prepared by each institution, it is not surprising that the mean and median number of students for curricula from large institutions are larger than the mean and median for curricula from medium-sized institutions while the mean and median for curricula from medium-sized institutions are larger than the mean and median for curricula from small institutions.

Table 13

ESTIMATED NUMBER OF PROSPECTIVE TEACHERS PER CURRICULUM COMPLETING PROFESSIONAL TRAINING IN 1974-75

Curriculum Category	N	Mean	Median	Mode	Minimum	Maximum
All Curricula	220	65.0	27.3	40.0	0.0	800.0
Public Supported	68	148.6	50.2	40.0	0.0	800.0
Private Supported	152	30.6	22.3	12.0	0.0	325
Small Institutions	93	19.9	17.0	24.0	1.0	70.0
Medium Institutions	55	45.2	30.5	0.0	0.0	325.0
Large Institutions	72	138.9	50.1	40.0	0.0	800.0
Elementary	65	83.7	30.2	20.0	0.0	525.0
Secondary	67	79.1	30.0	40.0	0.0	800.0
Educational Specialist	35	15.5	12.2	6.0	1.0	50.0
Special Education	34	57.5	25.5	25.0	3.0	330.0
Early Childhood Education	9	45.6	18.0	0.0	0.0	130.0
Junior High School	2	50.0	50.0	50.0	50.0	50.0
Ungraded Specialist	8	38.8	9.5	5.0	5.0	99.0

Among the various educational curricula, the highest number of students reported per curriculum is in Elementary Education curricula. Secondary Education curricula, however, produce approximately the same number. In both types of curricula, the mean is very close to 80 and the median is approximately 30. The lowest number of students per curriculum is in Educational Specialists curricula. The mean for this type of curriculum is 15.5; the median is 12.2.

To find out why it was reported by some respondents that no students finished an education curriculum currently in operation, several were called to clarify their responses. It was discovered that there are several reasons why, during any one year, no students will finish the teacher preparation sequence in a given curriculum. First of all, it is possible that at very small institutions, in any given year, no students will finish the teacher preparation program although a number of students may be enrolled. Secondly, a very new or experimental program may not be old enough to have any students graduating or finishing the teacher preparation curriculum. Finally, in at least one instance a teacher preparation curriculum was being phased out, although students were still enrolled in the program. Most students were not expected to finish or complete the curriculum at the given institution.

V. SELECTED TEACHER PREPARATION CURRICULUM CHARACTERISTICS

A major purpose of this study was to identify differences in those characteristics of teacher preparation curricula which educators suggested may make a difference in the type of teacher prepared. Consequently, a series of questions was designed to identify those features of the teacher education curriculum which provided uniqueness to the teacher training sequence. Questions were organized into four categories for reporting purposes: (1) Involvement of personnel in teacher education, (2) Evaluation of prospective teachers, (3) Special learning experiences to increase awareness of minority group and sex bias in education, and (4) Description of the type and quantity of instruction.

Personnel Involved in Teacher Preparation

It is obvious that during the student teaching phase of teacher preparation programs a number of personnel, both within the college or university system and within the elementary and secondary school system, are involved in planning or providing educational and instructional experiences for prospective teachers. The question was raised, however, as to who was directly involved in providing such experiences apart from the student teaching experience. Respondents, therefore, were asked to indicate not only who was involved at times other than during the student teaching experience, but also to indicate how many persons were involved, and to briefly describe the nature of involvement. A summary of the responses to this series of questions is provided in Table 14.

Approximately two-thirds of all respondents indicated that practicing school teachers and school administrators in elementary or secondary school systems are involved in planning or providing educational experiences apart from the student teaching experience. College or university faculty not

Table 14

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses	All Curr. (220)	Curriculum by Category: Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Control: Public (68)	Private (152)	Size: Small (93)	Medium (55)
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	%	%	%	%	%	%	%	%	%	%	%	%
(1) Practicing School Teachers (K-12)	70.9	78.5	67.2	60.0	70.6	100.0	100.0	50.0	75.0	67.1	67.7	67.5
How many are involved?						Adjusted Percent						
1-5	21	11	22	44	25	29	0	0	15	26	30	20
6-10	20	22	30	6	17	14	0	0	17	22	24	10
11-25	20	16	13	33	21	14	0	0	13	21	20	27
26-50	14	24	5	6	17	0	50	0	15	14	11	20
51-75	4	4	5	0	0	14	50	0	4	1	0	7
76-100	3	3	8	6	13	14	0	0	4	11	11	13
101-200	10	9	11	0	8	14	0	100	21	5	4	5
Over 200	2	4	3	0	0	0	0	0	6	0	0	0
Nature of Involvement						Adjusted Percent						
Members of a teacher planning team or committee (advisory)	27.6	22.1	40.5	5.9	21.2	44.4	0.0	0.0	36.4	25.7	31.0	19.6
Used as resource people in courses/labs/practicum	16.5	16.6	11.3	29.5	12.5	11.1	0.0	55.5	7.7	18.5	20.7	12.5
Provide opportunities for observation, teacher aid work, other types of participation by prospective teachers	44.1	51.2	35.7	47.1	55.5	55.5	100.0	44.7	38.5	47.5	41.4	45.1
Informal conferences/ interviews	1.4	0.0	4.8	0.0	0.0	0.0	0.0	0.0	0.0	2.2	0.0	4.5
Other	12.4	8.5	7.1	23.5	25.0	11.1	0.0	0.0	13.2	8.4	6.9	12.5

Table 14 continued on next page

Table 14 (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses		Curriculum by Category											
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(2) School Administrators (K-12)	60.9	72.3	58.2	42.9	52.9	100.0	100.0	50.0	64.7	59.2	57.0	58.2	68.1
How many are involved?						Adjusted Percent							
1-5	45	39	50	33	44	63	100	33	36	49	60	30	41
6-10	24	23	22	50	17	0	0	0	8	32	26	43	7
11-25	14	17	16	0	17	13	0	0	31	5	2	10	27
26-50	17	15	13	17	22	25	0	66	26	13	12	17	23
51-75	0	0	0	0	0	0	0	0	0	0	0	0	0
76-100	0	0	0	00	0	0	0	0	0	0	0	0	0
101-200	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 200	0	0	0	0	0	0	0	0	0	0	0	0	0
Nature of Involvement						Adjusted Percent							
Advisory or consultation capacity (community or curriculum committee)	21.8	14.6	28.6	14.3	21.1	44.4	0.0	25.0	20.5	22.5	19.6	27.6	20.4
Coordinate, organize, or otherwise perform administrative tasks which facilitate operations between the college or university personnel and school district personnel (i.e., observation, placement of teacher aides and student teachers, scheduling)	51.6	63.4	45.7	57.1	42.1	44.4	100.0	0.0	40.1	57.5	67.4	37.1	44.1
Used as resource people in courses/labs/practicum	10.5	7.3	11.4	14.3	15.8	0.0	0.0	25.0	9.1	11.2	6.5	20.7	8.2
Other	16.1	14.6	14.3	14.3	21.1	11.1	0.0	50.0	29.5	8.7	6.5	13.8	26.5

Table 14 continued on next page

Table 14 (continued from preceding page)

Questions and Responses		Curriculum by Category											
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(3) Other Community Members	25.0	26.2	17.9	25.7	29.4	33.3	0.0	50.0	26.5	24.3	20.4	21.1	27.8
How many are involved?						Adjusted Percent							
1-5	36	33	38	63	10	33	0	50	24	43	43	50	18
6-10	27	33	38	0	20	33	0	50	41	18	21	0	47
11-25	31	25	13	38	60	33	0	0	24	36	21	50	24
26-50	4	8	0	0	10	0	0	0	6	4	7	0	6
51-75	0	0	0	0	0	0	0	0	0	0	0	0	0
76-100	0	0	0	0	0	0	0	0	0	0	0	0	0
101-200	2	0	13	0	0	0	0	0	6	0	0	0	6
Over 200	0	0	0	0	0	0	0	0	0	0	0	0	0
Nature of Involvement						Adjusted Percent							
Advisory or consultation capacity (teacher education council/committee)	28.6	28.6	50.0	12.5	11.1	50.0	0.0	25.0	22.2	32.3	35.3	28.6	22.2
Organize, coordinate, or otherwise perform administrative tasks which facilitate operations of the college or university for purposes of providing educational experiences (i.e., visitation, supervision, interviews, etc.)	22.4	14.3	16.7	50.0	22.2	50.0	0.0	0.0	16.7	25.8	17.6	35.7	16.7
Used as resource people in courses/labs/practicum	28.6	42.9	16.7	25.0	33.3	0.0	0.0	25.0	33.3	25.8	23.5	28.6	33.3
Other	20.4	14.3	16.7	12.5	33.3	0.0	0.0	50.0	27.8	16.1	23.5	7.1	27.8

Table 14 continued on next page

Table 14 (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses		Curriculum by Category											
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(4) College or university faculty not associated with the Department or College of Education (i.e. Liberal Arts and Science faculty who prepare students in cognate fields).	72.7	70.8	83.6	51.4	76.5	88.9	50.0	62.5	76.5	71.1	72.0	70.9	77.0
How many are involved?						Adjusted Percent							
1-5	23	15	20	16	37	50	0	25	23	22	21	26	22
6-10	23	28	20	16	26	33	0	25	16	26	31	18	18
11-25	22	23	24	37	11	17	0	0	16	24	31	13	18
26-50	13	13	12	21	11	0	100	0	16	12	15	8	16
51-75	4	5	4	5	4	0	0	0	0	6	2	13	0
76-100	3	0	4	5	4	0	0	0	2	3	2	5	2
101-200	6	13	6	0	4	0	0	0	7	6	0	15	7
Over 200	6	3	10	0	4	0	0	50	13	1	0	3	16
Nature of Involvement						Adjusted Percent							
Teach, provide instruction (in areas of academic majors)	63.7	70.5	60.4	63.2	70.4	50.0	0.0	40.0	61.2	64.8	67.7	66.7	56.6
Members of teacher education council/committee (advisory/planning)	14.0	11.4	18.9	10.5	3.7	25.0	100.0	20.0	12.2	14.8	15.4	12.8	13.2
Curriculum development (committees)	10.8	6.8	15.1	15.8	3.7	0.0	0.0	40.0	16.3	8.3	6.2	10.3	17.0
Perform certain administrative tasks (advise, assign, and supervise field supervisors, interview and help place prospective teachers)	3.8	4.5	1.9	10.5	0.0	12.5	0.0	0.0	0.0	5.6	7.7	0.0	1.9
Other	7.6	6.8	3.8	0.0	22.2	12.5	0.0	0.0	10.2	6.5	3.1	10.3	11.3

Table 14 continued on next page

Table 14 (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses		Curriculum by Category											
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(5) Students enrolled in the teacher education curriculum.	53.6	60.0	43.3	42.1	52.1	77.8	100.0	62.5	57.4	52.0	41.9	67.3	58.3
How many are involved?						Adjusted Percent							
1-5	51	48	55	55	63	83	0	100	66	55	58	53	61
6-10	11	13	18	0	6	17	0	0	11	11	17	7	11
11-25	8	13	14	0	0	0	0	0	3	11	8	3	11
26-50	3	10	5	3	13	0	0	0	3	13	8	14	5
51-75	3	3	5	3	0	0	0	0	3	4	4	3	3
76-100	3	3	5	18	0	0	0	0	3	5	4	7	3
101-200	3	3	0	3	6	0	0	0	6	2	0	7	3
Over 200	3	6	0	0	0	0	0	0	6	0	0	0	5
Nature of involvement						Adjusted Percent							
Members of teacher education councils/committees (advisory/planning)	33.6	35.1	34.4	37.5	38.3	37.5	0.0	0.0	24.4	38.5	38.5	40.5	25.3
Curriculum development (committees) also, task force members	21.0	18.3	25.0	12.5	16.7	12.5	50.0	50.0	36.6	12.8	7.7	18.1	34.9
Evaluation	14.3	13.5	12.5	25.0	11.1	12.5	0.0	16.7	1.8	16.7	25.6	5.4	11.6
Orientation meetings, interviews, conferences	3.4	0.0	6.3	6.3	5.6	0.0	0.0	0.0	4.3	2.6	2.6	2.7	4.7
Other	27.7	32.4	21.3	18.8	27.8	37.5	50.0	33.3	24.4	24.5	25.6	32.4	25
(6) None of the above.	6.4	6.2	6.0	11.4	5.3	0.0	0.0	0.0	4.4	7.2	6.5	5.5	6.1

associated with the Department or College of Education were also involved in over two-thirds of all curricula. Only about half of all curricula reported that students enrolled in the teacher education curriculum are involved in planning educational experiences. Fewer still (about one-fourth of all curricula) reported that other community members are involved in the teacher education curricula.

Even though a very high percentage of curricula (70.9 percent) include practicing school teachers in planning or providing education experiences apart from the student teaching experience, curricula for Ungraded Specialists reported that only 50.0 percent include teachers. This low statistic may be due to the fact that Ungraded Specialists (librarians, counselors, etc.) are often not considered as "teachers," but such personnel may, nevertheless, be involved.

Of those respondents indicating that practicing school teachers are involved, about 21.0 percent indicated that 1 to 5 teachers are included; another 20.0 percent indicated 6 to 10 persons are involved and a final 20.0 percent reported that 11 to 25 persons are included. Larger numbers of teachers were included less frequently in all categories of curricula, although some indicated that over 100 practicing teachers helped plan or provide educational or instructional experiences.

Four categories describing the nature of involvement of practicing school teachers evolved as a result of the coding process employed when editing the survey instruments. Of those four categories the most frequent type of involvement by teachers (44.1 percent) was in providing opportunities for observation, teacher aide work, and other types of participation by prospective

teachers. Fewer teachers served as members of a teacher planning team or committee (27.6 percent) or as resource people in courses, laboratory work, or practicum experiences (14.5 percent). A very small percentage of teachers was involved through informal conferences or interviews.

School administrators were not involved in planning or providing educational experiences in as many curricula as were school teachers. Only 60.9 percent of all curricula reported that elementary or secondary school administrators were involved. The educational curricula involving the highest percentage of administrators were Early Childhood Education (100 percent), Junior High School (100 percent), and Elementary Education (72.3 percent).

Those curricula indicating that school administrators were involved reported that, in most cases (45 percent), from 1 to 5 administrators were involved. It was indicated that from 6 to 10 administrators, 11 to 25 administrators, and 26 to 50 administrators were used less frequently, but in no cases were more than 50 school administrators involved.

About half of the curricula (51.6 percent) reporting that school administrators were involved in planning or providing educational experiences during the teacher preparation program suggested that the nature of involvement was administrative. It was indicated that administrators facilitate, coordinate, or otherwise perform administrative tasks which facilitate operations between the college or university personnel and school district personnel (i.e., observation, placement of teacher aides and student teachers, scheduling, etc.). About 21.8 percent of the curricula involving school administrators use them in an advisory or consultative capacity on a teacher education council or committee. Only 10.5 percent indicated that school administrators were used as resource persons in courses, laboratories, or practicum experiences.

It was expected that other community members not part of the elementary or secondary school system nor part of the college or university faculty would not be involved in planning or providing educational experiences in teacher education curricula as much as other personnel. As indicated previously, only 25 percent of all curricula reported that other community members are involved in the teacher preparation program. This percentage did not vary significantly among curricula from public institutions and private institutions nor did it make much difference whether the curricula came from a small, medium, or a large institution. There was some variation among the different types of educational curricula, but the range of responses was due primarily to the low number of curricula in the categories for Junior High School and Ungraded Specialists.

The number of community members involved in the teacher education curricula was relatively small. About a third of all curricula indicating that community members were involved reported that only 1 to 5 persons were included. Another 26 percent of the curricula indicated that from 6 to 10 persons were involved and 30 percent indicated that 11 to 25 persons were involved. Only 4 percent of the curricula indicated that 26 to 50 persons from the community were involved in the teacher education curriculum, and one respondent indicated that from 100 to 200 persons were involved.

It was indicated by respondents that most of the community members involved in planning or providing educational experiences were included in one of three ways. About 28.6 percent of the community members acted in an advisory or consultative capacity to the teacher education curriculum. Another 28.6 percent were used as resource people in courses, laboratories, or practicum experiences. Many were used in an administrative capacity. It was reported that 22.4 percent of the community members helped to facilitate, coordinate, or otherwise perform

administrative tasks which facilitate operations of the college or university for purposes of providing educational experiences (visitation, supervision, interviews, etc.). A final 20.4 percent were used in an unspecified manner.

A very high percentage of all curricula reported that college or university faculty not associated with the department or college of education were included in planning or providing educational experiences for prospective teachers in the teacher education curricula. While the percentage of all curriculum involving college or university faculty was 72.7 percent, Junior High School curricula, and Educational Specialist curricula reported that about 50.0 percent of the curricula include college or university faculty. Secondary Education curricula and Early Childhood Education curricula, on the other hand, reported that over 80.0 percent include faculty not associated with the department or college of education. It is interesting to note that type of control for the educational curricula and size of institution offering the educational curricula did not seem to make a significant difference in the number of college or university faculty involved.

Respondents reporting that college or university faculty are involved in the teacher education curriculum indicated that the number of persons involved was not large. A little over 20 percent of the curricula reported that 1 to 5 faculty are included. Another 23 percent indicated that 6 to 10 faculty are involved. About 22 percent of the curricula reported that 11 to 25 persons are involved. Fewer curricula reported that over 26 persons were involved in planning or providing educational experiences in the teacher education curricula.

It is not surprising that when respondents were asked to describe the nature of involvement for college and university faculty, most (63.7 percent)

indicated that faculty members teach or otherwise provide instruction in areas of academic majors. Some respondents indicated that of those college or university faculty involved, 14.0 percent serve as members of teacher education councils or committees usually in an advisory or planning capacity. Another 10.8 percent of the college or university faculty serve as members of curriculum development committees. A very small percentage (3.8 percent) perform certain administrative tasks (advise, assign, and supervise field supervisors, or interview and help place prospective teachers).

The final category of personnel identified as being involved in planning or providing educational experiences in the teacher educational curricula were students enrolled in the teacher education curricula. A little over half (53.6 percent) of all curricula indicated that students are involved in planning or providing educational experiences. The percentage of curricula reporting that students enrolled in the teacher education curriculum were involved varied somewhat among the different categories of educational curricula. About half of the curricula in Special Education and Junior High School reported that students were involved. Less than half of the curricula in Secondary Education and for Educational Specialists reported that students enrolled in the teacher education curriculum were involved. The curriculum categories reporting the highest percentage of student involvement were Junior High School (100 percent) and Early Childhood Education (77.8 percent). While the percentage of curricula involving students did not vary significantly by type of support or control, it appeared that curricula for medium-sized institutions involved students more than curricula from large institutions or from small institutions.

When reporting how many students were involved in the teacher education curricula, those respondents indicating that students were included suggested that very few were involved. Of those curricula involving students 59 percent

indicated that from 1 to 5 students were involved. Another 11 percent of the curricula indicated that 6 to 10 students were involved. The rest of the curricula reported that 11 or more students were involved, including 3 percent which reported that over 200 students were involved in planning or providing educational experiences.

Most of the curricula indicating that students were involved in planning or providing educational experiences (33.6 percent) indicated that students served as members of teacher education councils or committees usually in an advisory capacity. Another 21 percent indicated that students served on curriculum development committees or as special task force members. About 14.3 percent of the curricula involving students stated that students were involved in evaluation. A very small percentage (3.4 percent) of the curricula involved students in orientation meetings, interviews, or conferences. The nature of involvement of students for the other 27.7 percent of the curricula was not specified.

When indicating who was involved in planning or providing educational experiences for the teacher education curricula, respondents were given another option. If practicing school teachers, school administrators, community members, college or university faculty or students were not involved in the teacher education curriculum in a planning capacity, respondents were able to check "None of the Above." Interestingly enough, 6.4 percent of all curricula checked this option. Among the types of educational curricula the largest percent recorded (11.4 percent) was in the category of Educational Specialist. Curricula supported by private institutions also reported a slightly higher percentage of "None of the Above" than curricula from public institutions.

Personnel responsible for the preparation of teachers frequently hear prospective teachers complain that faculty providing instruction in education

seldom spend any time in elementary or secondary schools. The implication is that education faculty are out of touch or unaware of what is happening in "the real world of teaching." To help determine if, in fact, education faculty do become involved in a teaching capacity at the elementary or secondary level, respondents were asked if those faculty members formally associated with the college or department of education, who are responsible for the professional education of prospective teachers, actually teach (assume the duties of a full-time instructor) in an elementary or secondary school program as a formal requirement of their regular faculty assignment. The results are reported in Table 15. As expected, a very high percentage (90.9 percent) indicated that faculty members do not teach as a formal requirement of their regular faculty assignment. Only 8.2 percent of all respondents indicated that education faculty do assume the duties of a full-time instructor at the elementary or secondary school level. Of those curricula reporting that faculty members do teach at the elementary or secondary level 71.4 percent indicated that instructors teach at least one course each semester or quarter. Another 21.4 percent suggested that instructors teach at least one course each school year. An additional 7.1 percent indicated that education faculty teach at least one course every other school year.

Another comment frequently heard from prospective teachers concerns their increased awareness of what teaching is really like once they participate at the elementary or secondary level. Many suggest that such awareness, if occurring earlier in their training, would have helped them to see the relevance of some of their earlier training in education. In order to help document just when prospective teachers are exposed to actual elementary or secondary instruction, respondents were asked to indicate when most of the prospective

Table 15

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF CURRICULA INVOLVING TEACHER PREPARATION FACULTY AND PROSPECTIVE TEACHERS IN ELEMENTARY AND SECONDARY SCHOOL TEACHING

Questions and Responses		Curriculum by Category											
Do those faculty members formally associated with the College or Department of Education who are responsible for the professional education of prospective teachers in this curriculum actually teach (assume the duties of a full-time instructor) in an elementary or secondary school program as a formal requirement of their regular faculty assignment?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Yes	8.2	13.8	6.0	5.7	0.0	33.3	0.0	0.0	7.4	8.6	5.4	14.5	6.9
(2) No	90.9	84.6	92.5	94.3	100.0	66.7	100.0	100.0	92.6	90.1	92.5	85.5	93.1
If "Yes," to what degree do faculty members participate?						Adjusted Percent							
(1) Teach at least one course each semester/quarter	71.4	75.0	33.3	100.0	0.0	100.0	0.0	0.0	100.0	63.6	80.0	56.7	66.7
(2) Teach at least one course each school year	21.4	25.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	27.3	20.0	33.3	0.0
(3) Teach at least one course every other school year	7.1	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	00.0	33.3
(4) Teach at least one course every three to five years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) Teach at least one course less often than once every five years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
When, in your judgement, do most prospective teachers directly observe and/or participate in elementary or secondary classroom programs as part of their training in this teacher preparation curriculum?													
(1) Freshman year	20.0	29.2	11.9	22.9	20.6	11.1	50.0	0.0	16.2	21.7	14.0	27.3	22.2
(2) Sophomore year	37.7	44.6	34.3	31.4	35.3	66.7	0.0	25.0	35.3	38.8	48.4	23.6	34.7
(3) Junior year	29.5	20.0	38.8	28.6	35.3	22.2	50.0	12.5	33.7	25.0	22.6	36.4	33.3
(4) Senior year	7.7	4.6	13.4	11.4	2.9	0.0	0.0	0.0	7.4	7.9	8.6	7.3	6.9
(5) Graduate year	4.5	1.5	1.5	5.7	5.9	0.0	0.0	50.0	0.0	6.6	6.5	5.5	1.4

teachers directly observed and/or participated in elementary or secondary classroom programs as part of their training in the teacher preparation curriculum. A summary of the responses to this question are also reported in Table 15.

Most of the respondents (37.7 percent) indicated that prospective teachers observed and/or participated in elementary or secondary classroom programs during their sophomore year of college. Another 29.5 percent indicated that prospective teachers first become involved at the elementary or secondary level during their junior year. Only 7.7 percent of the respondents suggested that prospective teachers first participated in elementary or secondary classroom programs during their senior year. It is noteworthy that 20 percent of all curricula indicated that prospective teachers first observe and/or participate during their freshman year of college. A final 4.5 percent of the curricula indicated that students do not participate at the elementary or secondary classroom level as part of their training in the teacher education curriculum until the students in the curriculum become graduates. This, of course, simply means that 4.5 percent of all the curricula reported in this study are master's degree or graduate level programs. The data suggest that over half of all curricula (57.7 percent) involve prospective teachers at the elementary or secondary classroom level before their junior year. This percentage is significantly higher for elementary curricula and for Early Childhood Education curricula. It is also slightly higher for curricula from private institutions as opposed to public institutions. Finally, curricula from small institutions, as a group, tend to involve prospective teachers at the elementary or secondary level earlier than curricula from medium-sized institutions and from large institutions.

Evaluation of Prospective Teachers

An important aspect of any professional preparation program is the evaluation of those candidates seeking to enter the profession. The evaluation of prospective teachers is no exception. This part of the teacher preparation curriculum has received increased attention in recent years because of the emergence of Performance or Competency Based Teacher Education programs (PBTE or CBTE) and because of an expressed concern by the public over the quality of teachers providing instruction at the elementary and secondary level.

In an attempt to determine the nature of present evaluation practices in teacher education, respondents were asked to answer two questions regarding evaluation techniques and one question regarding the personnel involved in evaluation. A summary of the responses to these questions is presented in Table 16.

The first question asked respondents to indicate which techniques, from a given list, were used to evaluate a student's progress or level of achievement during the teacher training sequence prior to the student teaching experience. As expected, respondents indicated that for most curricula (85.9 percent) standard assessment measures are used by individual instructors (exams, papers, etc.). The percentage of curricula employing standard assessment measures was slightly higher for those from public institutions (91.2 percent) than from private institutions (83.6 percent) and for curricula from large institutions (94.4 percent) rather than small (80.6 percent) or medium-sized institutions (83.6 percent).

Less expected was the relatively high percentage of curricula (69.1) percent) reporting that personal interviews by college or department teacher

Table 16

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses		Curriculum by Category											
Which of the following, if any, are used to evaluate a student's progress or level of achievement during the teacher training sequence prior to the student teaching experience? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Standard assessment measures used by individual instructors (exams, papers, etc.)	85.9	83.1	85.1	74.3	100.0	100.0	100.0	87.5	91.2	83.6	80.6	83.6	94.4
(2) Standardized, commercially prepared achievement or aptitude tests designed for teachers	7.7	6.2	4.5	8.6	11.8	33.3	0.0	0.0	4.4	9.2	10.8	3.1	2.8
(3) Institutionally developed evaluation instruments	36.4	35.4	28.4	40.0	47.1	44.4	100.0	25.0	32.4	38.2	34.4	38.2	37.5
(4) Personal interviews by college or department teacher education committees	69.1	64.6	62.7	77.1	76.5	88.9	50.0	75.0	60.3	73.0	68.8	74.5	69.3
(5) Documents which specify desired performance criteria which allow professional candidates as well as others to evaluate performance	33.6	40.0	28.4	31.4	32.4	44.4	50.0	25.0	44.1	28.9	26.9	30.9	44.4
(6) Documents which specify desired attitudinal criteria which allow professional candidates as well as others to evaluate performance	17.7	26.2	10.4	11.4	20.6	11.1	50.0	25.0	23.5	15.1	16.1	7.3	27.8
(7) Other measures. Briefly list these measures													
Standardized tests (pre and post) for purposes of research	4.5	4.6	4.5	2.9	2.9	11.1	0.0	12.5	5.9	3.9	6.5	0.0	5.6
Documents which specify knowledge criteria (behavioral objectives approach)	1.8	4.6	1.5	0.0	0.0	0.0	0.0	0.0	2.9	1.3	0.0	5.5	1.4
Other	24.1	20.0	21.9	11.4	23.5	44.4	0.0	50.0	26.5	23.0	21.5	20.0	30.6

Table 16 continued on next page

Table 16 (continued from previous page)

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses		Curriculum by Category												
Which of the following, if any, are used to evaluate an employed teacher's progress or level of achievement as a follow-up once the teacher education curriculum is completed?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Standardized, commercially prepared, achievement or aptitude tests designed for teachers	3.6	3.1	3.0	2.9	5.9	0.0	0.0	12.5	1.5	4.6	2.2	7.3	2.8
(2) Institutionally developed evaluation instruments	53.6	50.8	53.7	48.6	61.8	66.7	50.0	50.0	52.9	53.9	46.2	74.5	47.2
(3) Personal interviews by college or department teacher education committees	23.2	15.4	16.4	45.7	26.5	33.3	0.0	25.0	10.3	28.3	22.6	40.0	11.1
(4) Documents which specify desired performance criteria which allow professional educators as well as others to evaluate performance	3.2	3.1	1.5	8.6	2.9	0.0	0.0	0.0	4.4	2.6	2.2	5.5	2.8
(5) Documents which specify desired attitudinal criteria which allow professional educators as well as others to evaluate performance	3.6	3.1	3.0	8.6	2.9	0.0	0.0	0.0	4.4	3.3	4.3	3.6	2.8
(6) Other measures. Briefly list these measures													
First-year teacher report by Unit Superintendents	2.7	1.5	3.0	0.0	5.9	0.0	50.0	0.0	8.8	0.0	0.0	0.0	8.3
Follow-up questionnaire/ survey interview	4.5	4.6	7.5	2.9	0.0	0.0	0.0	12.5	2.9	5.3	6.5	1.8	4.2
Informal correspondence or communication with students and/or personnel at district schools	4.1	6.2	3.0	2.9	5.9	0.0	0.0	0.0	0.0	5.9	6.5	5.5	0.0
Alumni follow-up	1.4	0.0	1.5	5.7	0.0	0.0	0.0	0.0	0.0	2.0	3.2	0.0	0.0
Other	8.2	4.6	7.5	2.9	14.7	22.2	0.0	25.0	16.2	4.6	3.2	5.5	16.7

Table 16 continued on next page

Table 16 (continued from previous page)

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses		Curriculum by Category											
Who of the following, if any, are directly involved in the evaluation of prospective teachers in this curriculum?	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Course instructors	97.7	98.5	95.5	97.1	100.0	100.0	100.0	100.0	97.1	98.0	97.8	96.4	98.6
(2) College or department teacher education committees	65.9	66.2	62.7	80.0	52.9	66.7	50.0	87.5	58.8	69.1	65.6	74.5	59.7
(3) School teachers (K-12)	79.1	80.8	77.6	71.4	75.3	66.7	100.0	62.5	75.0	80.9	82.8	74.5	77.8
(4) School administrators (K-12)	44.5	49.2	40.3	40.0	55.9	33.3	50.0	25.0	39.7	46.7	44.1	52.7	38.9
(5) Other prospective teachers enrolled in the teacher education curriculum (peer-evaluation)	18.2	10.8	17.9	17.1	20.6	44.4	50.0	37.5	27.9	13.8	16.1	10.9	26.4
(6) The prospective teacher (self-evaluation)	62.7	67.7	58.2	45.7	70.6	77.8	50.0	87.5	70.6	59.2	55.9	61.8	72.2
(7) Others. Please specify:													
College or university administrators (department or college deans, advisors, chairpersons, program directors)	5.9	4.6	6.0	5.7	8.8	0.0	0.0	12.5	7.4	5.3	4.3	3.6	9.7
Directors of learning centers other than public schools	2.3	1.5	1.5	5.7	0.0	11.1	0.0	0.0	0.0	3.3	1.1	7.3	0.0
Researchers (research teams)	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.4
Other	4.1	4.6	3.0	0.0	5.9	11.1	0.0	12.5	5.9	3.3	3.2	1.8	6.9

education committees are used as an evaluation technique. Personal interviews were used by a relatively high percentage of all types of educational curricula, but curricula from large, public institutions tended to use this technique slightly less than curricula from small, private institutions and from medium-sized institutions.

A little over one-third of all respondents (36.4 percent) indicated that institutionally developed evaluation instruments were used to determine a student's progress or level of achievement. Another third (33.6 percent) indicated that documents which specify desired performance criteria were used as evaluation techniques. This was the first indication of the extent of performance based curricula among all of the teacher preparation curricula. While the percentage of use among the different educational curricula varied somewhat, the curricula from the larger, public institutions reported a higher percentage of use of performance based criteria than curricula from smaller, private institutions and from medium-sized institutions.

Respondents indicated that the evaluation techniques, identified or offered under the option "other," were used by a very small percentage of curricula. Only 17.7 percent indicated that documents which specify desired attitudinal criteria were used. Fewer indicated that standardized, commercially prepared achievement or aptitude tests, standardized tests for purposes of research, or documents which specify knowledge criteria (a behavioral objectives approach) were used in the evaluation process.

An additional analysis of the reported techniques used to evaluate a student's progress or level of achievement revealed that one combination of techniques was used by almost one-fourth of all respondents. It was reported that 49 curricula used only standard assessment measures employed by individual

instructors and personal interviews by teacher education committees to evaluate students prior to the student teaching experience. No other noteworthy combinations of techniques were evident.

A second question focusing upon evaluation techniques asked how an employed teacher's progress or level of achievement was evaluated as a follow-up once the teacher education curriculum was completed. Only two techniques were used by more than a handful of respondents. Over half (53.6 percent) of all curricula reported that institutionally developed evaluation instruments were used to check the progress of employed teachers. The percentage using this technique was noticeably higher for curricula in Special Education (61.8 percent) and Early Childhood Education (66.7 percent) than for other types of educational curricula.

Personal interviews by college or department teacher education committees were used by 23.2 percent of all curricula to follow-up on teacher graduates. Curricula preparing Educational Specialists, curricula from private institutions and curricula from medium-sized institutions reported a greater percentage of use than curricula in other categories.

While few respondents reported using other evaluation techniques to follow-up on employed teachers, the above percentages of respondents using institutionally developed instruments or personal interviews suggests that possibly half of all teacher preparation curricula conduct some kind of follow-up on teachers graduated from their respective programs. When combinations of responses to this question were investigated, it was revealed that 78 respondents used only institutionally developed evaluation instruments to follow-up on teachers, and 16 used only personal interviews. No other significant combinations of follow-up evaluation techniques were revealed.

A final question regarding the evaluation of prospective teachers was used to identify the personnel directly involved in the evaluation process. It was not surprising that almost all curricula (97.9 percent) reported that course instructors evaluate prospective teachers. It was also no surprise to learn that a very high percentage (79.1 percent) of respondents indicated that practicing school teachers are used in the evaluation process although the different educational curricula varied significantly in the reported percentage. (Respondents indicated that 90.8 percent of the Elementary Education curricula employ school teachers in the evaluation process.) More surprising was the indication that almost two-thirds (65.9 percent) of all curricula use college or department teacher education committees to evaluate prospective teachers. A little less than two-thirds (62.7 percent) of all curricula reported that the prospective teacher (self-evaluation) is part of the evaluation process. Self-evaluation was used by noticeably fewer curricula from private institutions and from smaller institutions. Finally, 44.5 percent of all respondents reported that school administrators at the elementary and secondary level are used to evaluate prospective teachers, although the percentage varied somewhat among the various categories of curricula.

Special Experiences to Increase Cultural Awareness

Professional educators have always emphasized the fact that students are different and, therefore, sometimes require individual or special treatment. Historically, some groups of individuals have been treated differently, not only in educational circumstances but in other situations as well. More recently representatives from some of these groups have emphasized the role that education plays regarding such treatment and have suggested that this role be reevaluated.

Specifically, it has been suggested that greater attention be given to the role of education in meeting the needs of minority, culturally deprived, and economically disadvantaged students as well as the need to consider the effects of education regarding sex bias.

As part of the process in identifying the role education plays in meeting the needs of the culturally different, respondents to this study were asked if the teacher preparation curriculum included required experiences which were designed specifically to prepare the prospective teacher to be aware of and sensitive to the individual educational needs of minority, culturally deprived, and economically disadvantaged students. In addition, respondents were asked to briefly describe such experiences if they were provided. Table 17 presents a summary of the responses to this question.

Over half (51.8 percent) of all respondents reported that experiences designed to increase awareness of prospective teachers regarding the needs of minority group students were provided. A greater percentage of curricula in Early Childhood Education (77.8 percent) and in the preparation of Ungraded Specialists (87.5 percent) and Junior High School Teachers (100.0 percent) reported that such experiences were provided. A much higher percentage of curricula from public institutions (69.1 percent) provided special experiences than from private institutions (44.1 percent). Among the curricula from the various sized institutions those from large institutions indicated that 68.1 percent provide special experiences while 58.2 percent of the curricula from medium-sized institutions and only 35.5 percent of the curricula from small institutions required special experiences regarding the needs of culturally different students.

Table 17

CULTURAL AWARENESS: PERCENTAGE OF CURRICULA PROVIDING LEARNING EXPERIENCES CONCERNING MINORITY GROUP BIAS AND SEX BIAS

Questions and Responses		Curriculum by Category											
Does the teacher preparation program include required experiences which are designed specifically to prepare the prospective teacher to be aware of and sensitive to the individual educational needs of minority, culturally deprived, and economically disadvantaged students?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Yes	51.8	43.2	40.3	57.1	55.9	77.8	100.0	87.5	69.1	44.1	35.5	58.2	68.1
(2) No	47.3	49.2	59.7	40.0	44.1	22.2	0.0	12.5	30.9	54.6	62.4	41.8	31.9
If "Yes," briefly describe such experiences.						Adjusted Percent							
(1) Orientation meetings/conferences/interviews with minority educators	1.8	0.0	3.8	0.0	5.6	0.0	0.0	0.0	0.0	3.2	3.3	3.3	0.0
(2) Observation/participation/visitation with children in multi-cultural schools	20.2	22.6	15.4	27.8	27.8	14.3	0.0	0.0	12.8	25.8	16.7	33.3	14.3
(3) Discussions/various experiences as part of each course	28.4	16.1	42.3	33.3	27.8	28.6	50.0	14.3	27.7	29.0	36.7	16.7	30.6
(4) Unit in a course or courses	24.8	38.7	26.9	5.6	22.2	14.3	0.0	28.6	31.9	19.4	23.3	20.0	28.6
(5) Whole courses or modules	11.9	16.1	3.8	5.6	11.1	42.9	0.0	14.3	12.8	11.3	10.0	13.3	12.2
(6) Student-teaching assignment in multi-cultural schools/areas	7.3	3.2	7.7	16.7	0.0	0.0	0.0	28.6	10.6	4.8	6.7	3.3	10.2
(7) Other	5.5	3.2	0.0	11.1	5.6	0.0	50.0	14.3	4.3	6.5	3.3	10.0	4.1

Table 17 continued on next page

Table 17 (continued from previous page)

CULTURAL AWARENESS: PERCENTAGE OF CURRICULA PROVIDING LEARNING EXPERIENCES CONCERNING MINORITY GROUP BIAS AND SEX BIAS

Questions and Responses		Curriculum by Category											
Does the teacher preparation curriculum include required experiences which are designed specifically to prepare the prospective teacher to be aware of needs to reduce sex bias in educational practices?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Yes	28.2	33.8	25.4	25.7	23.5	44.4	50.0	12.5	23.4	27.6	22.6	36.4	23.2
(2) No	70.0	64.6	73.1	71.4	76.5	55.6	50.0	75.0	69.1	70.4	75.3	61.8	69.4
If "Yes," briefly describe such experiences.						Adjusted Percent							
(1) Orientation meetings/conferences/interviews	5.4	9.5	0.0	0.0	0.0	25.0	0.0	0.0	0.0	8.1	11.1	5.6	0.0
(2) Observation/participation/visitation with a variety of student groups	1.8	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	2.7	0.0	5.6	0.0
(3) Discussions/various experiences as part of each course	55.4	66.7	52.9	33.3	42.9	75.0	0.0	0.0	47.4	59.5	61.1	55.6	50.0
(4) Unit in a course or courses	28.6	19.0	35.3	33.3	42.9	0.0	100.0	0.0	47.4	18.9	16.7	27.8	40.0
(5) Whole course or courses	3.6	0.0	5.9	16.7	0.0	0.0	0.0	0.0	5.3	2.7	0.0	0.0	10.0
(6) Other	5.4	4.8	5.9	16.7	0.0	0.0	0.0	0.0	0.0	8.1	11.1	5.6	0.0

Of those respondents indicating that special experiences were provided in teacher preparation curricula, most (28.4 percent) suggested that such experiences were discussions or other various experiences as a part of each course. The percentage of curricula reporting this type of experience varied significantly among the different types of educational curricula. Another 24.8 percent indicated that a distinct unit in a course or courses was offered regarding the needs of the culturally different. The percentage of curricula offering a distinct unit in a course was highest for those curricula from the larger, public institutions. Approximately 20.2 percent of the respondents providing special experiences indicated that prospective teachers observe, participate or visit with children in multi-cultural schools. Only 11.9 percent of the curricula include a whole course or module to prepare prospective teachers to be aware of the needs of minority groups or culturally disadvantaged students. Fewer curricula include experiences through orientation meetings, conferences, and interviews with minority educators or through student teaching assignments in multi-cultural schools.

A second question regarding the needs of special groups focused upon sex bias in education. Respondents were asked if the teacher preparation curriculum included required experiences which were designed specifically to prepare the prospective teacher to be aware of the needs to reduce sex bias in educational practices. Respondents were also asked to describe such experiences if they were provided. The responses to this question are also summarized in Table 17.

The percentage of all curricula including required experiences regarding sex bias (28.2 percent) was much less than the percentage of all curricula including required experiences regarding the culturally different (51.8 percent).

The percentage providing such experiences also varied somewhat among the different educational curricula. Of those curricula providing experiences regarding the need to reduce sex bias in educational practices over half (55.4 percent) included such experiences by way of discussions or other various experiences as a part of each course. Another 28.6 percent, however, indicated that a unit in a course or courses was provided. Again, the percentage of curricula providing a unit in a course was highest for those curricula from the larger, public institutions. Very few curricula provided experiences in ways other than those indicated.

Unique Features of the Teacher Preparation Curricula

When investigating those features which make one teacher preparation curriculum different from another teacher preparation curriculum those broader characteristics which deserve examination include: (1) the extent to which experiences in the professional education component of the curriculum are required, (2) alternatives to the usual sequence of experiences, (3) the nature of instruction, (4) the number of required credit hours needed to complete the curriculum, and (5) the number of faculty involved. While a detailed analysis of the types of learning experiences encountered in a typical teacher preparation curriculum will be provided later in this report, data regarding the above list of characteristics are presented below.

One avenue to be used for exploring the nature of teacher preparation curricula is to examine the degree to which professional courses or experiences are specified and to determine the extent to which the sequence varies. On the one hand, all professional courses can be specified, and the sequence of courses can be pre-determined. On the other hand, no particular professional courses

may be specified. To investigate these characteristics, respondents were asked to indicate which option, from a series of options describing various degrees of flexibility in the professional education component of the teacher preparation curriculum, best represented their respective programs. The range of responses to this question are shown in Table 18.

While a little over one-fourth (26.4 percent) of all respondents indicated that there is no flexibility in the professional education component of the teacher preparation curriculum (all courses are specified and the sequence is predetermined), more (38.2 percent) reported that the professional courses or experiences are specified, but the sequence varies. These two categories account for almost two-thirds of all the curricula, and this pattern is evident for most of the different categories of curricula. Slightly higher percentages, however, are recorded for curricula which prepare Educational Specialists and for curricula from small institutions. It was indicated that for most of the remaining curricula more than half of the professional courses are specified, but for 9.1 percent of the curricula the sequence is pre-determined and for 19.1 percent the sequence varies.

To provide more detail regarding the nature of instruction provided in the various teacher education curricula, respondents were asked to indicate which statements of four described the teacher training sequence. Without identifying the statements as such, each one was intended to be a description of a particular type or category of program. The first (lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction) was intended as a description of "traditional" teacher preparation programs. The second statement, which indicated that most instruction was in the field, was intended as a description of programs which were Cooperative

Table 18

DESCRIPTIVE CHARACTERISTICS OF TEACHER PREPARATION CURRICULA

Questions and Responses		Curriculum by Category											
Check the box before the option which best describes the professional education courses and/or experiences provided for in the teacher preparation curriculum.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) All professional courses/ experiences are specified, and the sequence is pre-determined	26.4	24.6	28.4	28.6	23.5	33.3	0.0	25.0	26.5	26.3	21.5	40.0	22.2
(2) All professional courses/ experiences are specified, but the sequence varies.	38.2	36.9	37.3	45.7	41.2	22.2	50.0	25.0	36.8	38.8	45.2	34.5	31.9
(3) Most (more than half) professional courses/experiences are specified, and the sequence is pre-determined.	9.1	10.8	7.5	5.7	14.7	0.0	50.0	0.0	10.3	8.6	10.8	5.6	11.1
(4) Most (more than half) professional courses/experiences are specified, but the sequence varies	19.1	23.1	22.4	11.4	14.7	22.2	0.0	12.5	16.2	20.4	18.3	16.4	22.2
(5) Some (less than half) professional courses/experiences are specified, but the sequence varies	0.5	0.0	0.0	2.9	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.4
(6) Some (less than half) professional courses/experiences are specified, but the sequence varies	4.1	4.6	4.5	2.9	2.9	0.0	0.0	12.5	2.9	4.6	2.2	5.5	5.6
(7) No particular professional courses/experiences are specified	0.5	0.0	0.0	0.0	0.0	0.0	0.0	12.5	0.0	0.7	1.1	0.0	0.0

Table 18 continued on next page

Table 18 (continued from previous page)

DESCRIPTIVE CHARACTERISTICS OF TEACHER PREPARATION CURRICULA

Questions and Responses		Curriculum by Category											
In your judgment, which of the following describe the teacher education curriculum in question? Check those that apply.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction.	85.9	84.6	86.6	88.6	91.2	77.8	100.0	62.5	76.5	90.1	89.2	90.9	77.8
(2) Most of the instruction is in the field and more than one agency or constituency participates in determining and executing procedures and/or outcomes of the teacher education curriculum (not just the student-teaching experience).	30.5	44.6	26.9	20.0	20.6	44.4	0.0	25.0	36.8	27.6	28.0	27.3	36.1
(3) With respect to each listed item of instruction, the objectives and tests of learning are explicitly stated in publicly observable terms.	25.0	23.1	22.4	22.9	47.1	0.0	50.0	0.0	39.7	18.4	12.9	27.3	38.9
(4) Procedures and/or outcomes of instruction are undetermined or do not conform to patterns heretofore in use.	3.6	4.6	6.0	0.0	0.0	0.0	0.0	12.5	1.5	4.6	3.2	1.8	5.6

Teacher Center based. A third statement suggesting that the objectives of instruction were stated in publicly observable terms, described Performance or Competency Based Teacher Education (PBTE or CBTE) programs. The final statement described those programs which were "experimental" in nature. The percentage of respondents indicating that the various statements described their respective curricula are reported in Table 18.

As expected, a very high percentage of respondents (85.9 percent) indicated that their respective curricula were traditional in nature. A slightly higher percentage were reported as traditional for those curricula from private institutions (90.1 percent) and from small and medium-sized institutions (89.2 percent and 90.9 percent respectively). Only 30.5 percent of all curricula were identified as being Cooperative Teacher Center based. More Elementary Education curricula and Early Childhood Education curricula indicated Cooperative Teacher Center based programs than did the other categories of educational curricula. Cooperative Teacher Center based programs were also more evident for curricula from the larger, public institutions.

About one-fourth (25.0 percent) of all curricula were identified as being wholly or partially PBTE-CBTE programs. Special Education curricula reported a significantly higher percentage of PBTE-CBTE programs than other categories of educational curricula. More PBTE-CBTE programs were also reported among curricula from the larger, public institutions. Finally, a very small percentage of all curricula (3.6 percent) were identified as being experimental in nature. Most of these curricula were either Elementary Education programs or Secondary Education programs.

It was stated earlier in this report that the responses to the question which identified curricula as including traditional elements, PBTE-CBTE,

cooperative teacher centers, or experimental elements were used to further categorize curricula. Additional analyses using the new categories are discussed in the chapter on the Learning Experience Matrix.

One part of this study which created problems for respondents was that section asking for the number of credit hours required in General Education Studies, General Professional Education Studies, and Professional Studies in the Field of Specialization for each type of educational curriculum. This dimension of the teacher preparation curricula was, nevertheless, important to investigate if different types of educational curricula were to be compared. Inconsistencies when reporting data (discussed previously under Problems and Limitations) were especially evident, however, when information was supplied for professional studies in the field of specialization. Although major problems were identified and resolved when editing the survey instruments, the summary statistics regarding this data should probably be used cautiously -- especially that information concerning the minimum and/or maximum number of required credit hours in each of the above three categories of educational studies when such numbers deviate drastically from the norm.

While the data regarding the number of required credit hours in General Education, General Professional Education, and Professional Studies in the Field of Specialization are subject to some limitations, general statements are warranted. The data are summarized in Table 19. It should be noted that all types of credit hours reported by individual respondents were converted to "semester" credit hours for analysis and reporting purposes.

The category of studies having the highest mean and median for all curricula was, not surprisingly, General Education. It is noteworthy that for each type of curriculum category the mean and median number of credit hours in General Education were approximately the same. While the mean number of credit hours was 57.3 for <u>all</u> curricula, Elementary curricula and Early

Table 19

REQUIRED NUMBER OF SEMESTER CREDIT HOURS IN GENERAL EDUCATION, GENERAL PROFESSIONAL EDUCATION STUDIES, AND PROFESSIONAL STUDIES IN FIELD OF SPECIALIZATION

TYPE OF COURSES		All Curr. (220)	Curriculum by Category: Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
General Education	Mean	57.3	64.3	54.6	50.5	43.9	77.1	43.0	67.3	51.5	60.0	53.3	63.0	43.2
	Median	55.2	65.8	50.7	43.2	44.8	78.3	43.0	65.8	45.0	61.0	61.5	65.0	44.0
	Mode	42.0	78.0	42.0	64.0	41.0	78.0	42.0	61.0	42.0	40.0	64.0	78.0	40.0
	Minimum	18.0	23.0	30.0	18.0	13.3	62.0	42.0	61.0	18.0	13.3	27.0	18.0	13.3
	Maximum	98.0	98.0	92.0	78.0	80.0	84.0	44.0	80.0	84.0	98.0	98.0	95.3	84.0
General Professional Education Studies	Mean	26.7	31.6	21.8	23.3	30.3	30.4	26.5	22.4	23.7	25.5	24.7	27.1	27.2
	Median	24.6	30.1	21.1	22.7	27.0	28.5	26.5	21.3	26.0	23.3	22.4	26.0	25.7
	Mode	21.0	32.0	21.0	22.0	41.0	3.0	25.0	21.3	24.0	21.0	21.0	18.0	24.0
	Minimum	4.7	18.0	12.0	8.0	4.7	3.0	25.0	12.0	3.0	4.7	8.0	8.0	4.7
	Maximum	58.0	56.0	33.3	36.0	58.0	53.0	28.0	36.0	56.0	58.0	58.0	54.0	56.0
Professional Studies in Field of Specialization	Mean	36.6	27.2	36.2	48.3	36.3	28.0	58.0	25.3	36.5	36.7	37.9	33.3	37.5
	Median	32.1	24.1	32.1	42.7	33.2	27.5	58.0	16.3	33.0	32.1	32.3	32.0	35.0
	Mode	32.0	15.0	32.0	32.0	32.0	27.0	56.0	6.0	32.0	32.0	32.0	32.0	32.0
	Minimum	6.0	15.0	19.0	24.0	12.0	24.0	56.0	6.0	13.3	6.0	12.0	6.0	13.3
	Maximum	84.0	50.0	65.3	84.0	68.0	32.0	60.0	44.0	68.3	84.0	84.0	72.0	68.0

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Childhood Education curricula reported the highest means. Special Education curricula and Junior High School curricula had the lowest mean number of credit hours in General Education. It should also be noted that the required credit hours in General Education were reported to be higher for curricula from private institutions and for curricula from small and medium-sized institutions. It was further reported that the minimum number of required credit hours in General Education for any one curriculum was 18. The maximum was 98.

The category of required credit hours identified as General Professional Education Studies is, for the most part, that part of a prospective teacher's training which is distinctly different from the education received by persons in different professions or in Liberal Arts and Sciences. Usually, this is the only part of the preparation of teachers which deals specifically with the problems and work of the teaching profession. The few exceptions to this generalization, identified after analyzing the data provided for this study, concerned curricula designed to prepare teachers in Elementary Education, Special Education, and Early Childhood Education. Data reported for curricula in these areas indicated that courses identified as Professional Studies in the Field of Specialization <u>also</u> deal with the problems and work of the teaching profession. The other categories of educational curricula reported that courses in academic disciplines provided most of the training in "Fields of Specialization."

As was the case for studies in General Education, the mean and median number of required credit hours reported for General Professional Education Studies were approximately the same for each of the identified curriculum categories. The mean for all curricula was 26.7 credit hours. The median was 24.6 credit hours. Those educational curricula requiring the fewest credit hours in General Professional Education were Secondary Education, curricula for preparing Educational Specialists, and curricula for preparing

Ungraded Specialists. Those curricula reporting the highest number of required credit hours were Elementary Education, Special Education, and Early Childhood Education. The minimum number of credit hours reported for all curricula was 4.7. The maximum was 58.0. It is interesting to note that the number of required credit hours in General Professional Education is approximately half the number of credit hours required in General Education.

The mean number of credit hours required by all curricula in the area of Professional Studies in the Field of Specialization (36.6) was reported to be higher than the mean number of credit hours required in General Professional Education (26.7), but less than the mean number of credit hours required in General Education (57.3). In each curriculum category the mean number of credit hours reported is slightly more than the median number of credit hours reported -- thus indicating that the distribution of credit hours may be slightly skewed. Those categories of educational curricula reporting the highest number of required credit hours in Professional Studies in the Field of Specialization were those for preparing Educational Specialists and those for preparing Junior High School Teachers. Those curriculum categories requiring the fewest credit hours in one's field of specialization were Elementary Curricula, Early Childhood Curricula, and curricula for preparing Ungraded Specialists. The minimum number of credit hours reported for any one curriculum was 6.0. The maximum was 84.0. As stated earlier in the "Limitations" section of this report, however, the number of hours reported in the area of specialization was not done in a consistent manner among the various educational curricula.

Once the courses and/or experiences in General Education, General Professional Education, and Professional Education in the Field of Specialization, had been identified, and after the total number of required credit hours in each

of the above areas had been determined, respondents were asked to explain how the sequence of courses might be altered (if at all) and still meet program requirements. This was an "open-ended" question, but the majority of responses were easily placed into one of four coded categories. The results are presented in Table 20.

Relatively few respondents indicated that the sequence of courses could be varied. Approximately 12.7 percent indicated that students could demonstrate competency, pass standard exams or show equivalency work and then choose alternate course work. The percentage of curricula identifying this alternative was highest for Secondary Education curricula and was noticeably higher for curricula from private institutions and for curricula from small and medium-sized institutions. Most of the other respondents indicating that the sequence of courses could be varied suggested that courses or modules could be substituted for one another in General Education, General Professional Education, or Professional Education in the Field of Specialization.

A final dimension of the teacher preparation curricula examined for purposes of comparison was the number of faculty involved. Respondents were asked to indicate how many full-time faculty were involved in each curriculum, how many part-time faculty were involved, and how many full-time equivalent (FTE) faculty were involved in the curriculum. Instructions specified that the number of FTE faculty was not simply a head count. It was the best estimate of the total faculty time utilized in the teacher preparation curriculum. The number of FTE faculty was needed to determine the amount of faculty resources used in the curriculum equated as full-time positions. Respondents were asked to count three (3) graduate teaching assistants as one (1) full-time equivalent faculty. The number of faculty involved in each type of teacher preparation curriculum is reported in Table 21.

Table 20

ALTERNATIVES TO THE STANDARD SEQUENCE OF COURSES IN THE TEACHER PREPARATION CURRICULUM

Questions and Responses		Curriculum by Category											
How can the sequence of courses be altered and still meet curriculum requirements?	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Students may demonstrate competency, pass standard exams or show equivalency work and then choose alternate course work (includes previous work or teaching experiences)	12.7	13.8	16.4	8.6	11.8	11.1	0.0	0.0	5.9	15.8	15.1	21.8	2.8
(2) Some courses (modules) in General Education may be substituted for one another	5.9	9.2	3.0	8.6	5.9	0.0	0.0	0.0	1.5	7.9	5.4	12.7	1.4
(3) Some courses (modules) in General Professional Education may be substituted for one another	2.7	3.1	3.0	0.0	0.0	22.2	0.0	0.0	5.9	1.3	2.2	0.0	5.6
(4) Some courses (modules) in Field of Specialization may be substituted for one another	1.8	1.5	0.0	2.9	0.0	0.0	50.0	12.5	2.9	1.3	1.1	1.8	2.8
(5) Other	12.7	13.8	14.9	2.9	14.7	11.1	50.0	12.5	17.6	10.5	7.5	3.1	22.2

Table 21

NUMBER OF FACULTY INVOLVED IN TEACHER PREPARATION CURRICULA

TYPE OF FACULTY		All Curr. (220)	Curriculum by Category: Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
Full-time Faculty	Mean	9.1	9.0	10.5	9.5	7.4	6.0	11.5	4.7	13.1	7.4	6.3	8.4	13.6
	Median	4.9	5.5	3.2	5.8	5.8	7.7	11.5	4.8	8.5	3.5	3.2	5.4	9.5
	Mode	3.0	3.0	3.0	4.0	3.0	3.0	3.0	5.0	3.0	3.0	3.0	3.0	3.0
	Minimum	0.0	1.0	0.0	2.0	0.0	3.0	3.0	1.0	0.0	0.0	0.0	0.0	0.0
	Maximum	82.0	51.0	82.0	33.0	25.0	9.0	20.0	11.0	82.0	71.0	56.0	71.0	82.0
Part-time Faculty	Mean	5.2	5.2	7.1	3.9	4.3	2.0	0.0	2.4	6.4	4.8	4.5	4.3	6.7
	Median	3.3	4.3	4.0	2.6	3.1	1.3	0.0	0.2	3.1	3.6	2.3	4.2	3.4
	Mode	1.0	2.0	2.0	1.0	1.0	1.0	0.0	0.0	0.0	2.0	2.0	1.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	50.0	30.0	50.0	14.0	15.0	4.0	0.0	9.0	50.0	21.0	21.0	15.0	50.0
Full-time Equivalent Faculty	Mean	9.6	10.4	11.7	9.4	6.3	4.5	12.0	3.3	13.5	7.9	7.6	7.7	14.0
	Median	5.0	6.1	4.4	6.0	3.3	3.5	12.0	3.0	7.3	4.4	3.8	5.6	9.3
	Mode	3.0	2.0	4.0	3.0	3.0	1.0	4.0	5.0	0.0	3.0	3.0	2.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	1.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	85.0	66.0	85.0	42.0	25.0	10.0	20.0	7.0	82.0	85.0	85.0	43.0	82.0

When the number of full-time faculty for all curricula was examined, the mean number of faculty was 9.1 and the median number was 4.9. In fact, for most categories of educational curricula (Early Childhood Education, Ungraded Specialist, and Junior High School being the exceptions), the mean is larger than the median. For those curricula not indicating a mean number of full-time faculty larger than the median, the two figures were approximately the same. This situation indicates that the distribution of numbers representing full-time faculty is somewhat skewed. While the mean number of faculty did not vary considerably among the different types of educational curricula, the lowest means were reported for Early Childhood Education (6.0) and Ungraded Specialist curricula (4.7). A pattern appears when the means and medians of full-time faculty are examined by type of curriculum control and by size of institution offering the curricula. Both the mean and median were considerably larger for curricula from the larger public institutions. The range of full-time faculty was from zero (0.0) to 82.0. The fact that some curricula reported that no full-time faculty were involved in the preparation of teachers suggests that the teacher preparation curricula were staffed entirely by part-time faculty -- faculty who may have been formally assigned to college departments other than education.

When the distribution of part-time faculty is examined, the pattern which is indicated does not differ considerably from the pattern for full-time faculty except that all numbers reported are smaller. Means are greater than medians, medians are greater than modes, and the numbers recorded for curricula from large institutions are slightly higher than the numbers from smaller institutions. One difference in the pattern is indicated in the median number of part-time

faculty reported for curricula from private institutions. This median is greater than the median for curricula from public institutions. One additional noteworthy figure is the median number of part-time faculty reported for curricula from Secondary Education. For this type of educational curriculum the median number of part-time faculty (4.0) is greater than the median number of full-time faculty (3.2), thus indicating that Secondary Education curricula use a high percentage of part-time faculty in the teacher preparation program.

The final basis for comparing the number of faculty involved in various teacher preparation curricula was the number of full-time equivalent (FTE) faculty. The mean FTE faculty for all curricula was 9.6 -- almost twice as high as the median (5.0), and over three times greater than the mode (3.0). The highest means reported among the different educational curricula were for Secondary Education (11.7) and Junior High School (12.0). The lowest means were for curricula in Special Education (6.3), Early Childhood Education (4.5), and Ungraded Specialists (3.3). It is noteworthy that the highest medians reported for FTE faculty, with the exception of Junior High School curricula, were in Elementary Education curricula and curricula for Educational Specialists. Again, higher means and medians were reported for curricula from the larger, public institutions.

VI. THE STUDENT TEACHING EXPERIENCE

Student teaching is usually considered to be the "internship" experience of the education profession. It is this experience which often provides a prospective teacher with his or her first opportunity to be "fully responsible" for teaching a classroom of students. It is, therefore, a time for trial and error, for experimentation, and for initial success or failure for candidates seeking to enter the teaching profession. As such, the student teaching experience is a very important part of the teacher preparation curriculum.

Few professional teacher educators deny the significance of the student teaching experience as part of the professional preparation of teachers. It is often a time when the burden of responsibility for such preparation is temporarily shifted from the college or university to the local school district. It was appropriate, therefore, that this study examine some of those factors which provide structure to the student teaching experience. More specifically, general information regarding the location and time frame of the student teaching experience and information regarding the personnel directly involved with the prospective teacher during this experience were collected.

Location and Time Frame of the Student Teaching Experience

Basic, descriptive data regarding the location, the time/work load and the duration of the student teaching experience were collected by asking respondents to this study to complete the chart reproduced below. Instructions

STUDENT TEACHING						
WHERE DONE (Please Check)		TIME/WORK LOAD (Please Check)		DURATION		
On Campus	Off Campus	Full Time	Part Time	No. of Weeks	Days Per Week	Hours Per Day

directed respondents to indicate the usual or predominant pattern if variations regarding the above information were possible.

Table 22 provides a summary of the responses indicating where student teaching was usually done and what the usual time/work load was. For all curricula it is shown that the student teaching experience was usually off campus. Only 8.6 percent of the respondents indicated that student teaching was on campus. This was not unexpected. It is interesting to note, however, that curricula from public institutions used on-campus locations much less than curricula from private institutions (2.9 percent and 11.2 percent, respectively). This is an indication that those educational curricula which were more likely to use on-campus locations for student teaching were more frequently offered by private institutions. This can also be said for curricula from the different sized institutions. It is indicated that 2.8 percent of the curricula at large institutions used on-campus locations while 10.8 percent of curricula at small institutions and 12.7 percent at medium-sized institutions used on-campus locations.

About one-third of the curricula (33.3 percent) in Early Childhood Education reported that the student teaching experience was usually on campus. This was the highest percentage of curricula in any of the educational categories reporting on-campus locations. About 12.5 percent of the curricula for Ungraded Specialists used on-campus locations, but there was a very high percentage of missing or omitted information for this group of curricula. In all other categories of educational curricula fewer than 9.0 percent reported that student teaching was usually on campus.

Table 22 also indicates that student teaching experiences for most curricula (86.4 percent) provided full-time experiences or work loads for

Table 22

STUDENT TEACHING LOCATION AND TIME/WORK LOAD

Curricula By Category	Where Done		Time/Work Load	
	On Campus	Off Campus	Full-Time	Part-Time
All Curricula	8.6	87.3	86.4	9.5
Public	2.9	95.6	89.7	8.8
Private	11.2	83.6	84.9	9.9
Small	10.8	83.9	84.9	9.7
Medium	12.7	81.8	85.5	9.1
Large	2.8	95.8	88.9	9.7
Elementary	7.7	92.3	93.8	6.2
Secondary	7.5	91.0	88.1	10.4
Educational Specialist (K-12)	8.6	82.9	80.0	11.4
Special Education	5.9	88.2	88.2	5.9
Early Childhood Education	33.3	66.7	55.6	44.4
Junior High School	0	100.0	100.0	0
Ungraded Specialist	12.5	50.0	62.5	0

Note: The percentage of the survey population not responding (omitted or missing information) is not reported above -- thus the percentages do not add up to 100.0%.

prospective teachers for the duration of student teaching. This was not an unexpected finding. Although the percentage of curricula from private institutions, public institutions, or the different sized institutions indicating that the student teaching experience was a full-time experience did not deviate much from the percentage indicated for all curricula, there was some variation among the different types of educational curricula. A relatively low percentage of curricula for Early Childhood Education and Ungraded Specialists (55.6 percent and 62.5 percent, respectively) indicated that student teaching was a full-time experience. Again, there were many cases of missing or omitted information for Ungraded Specialist curricula.

Table 23 shows the duration of student teaching by type of institutional control for curricula and by size of institution offering the curricula. Table 24 shows the duration of student teaching by type of educational curricula. The mean, median, mode, minimum, and maximum number of weeks, days per week, and hours per day are shown for the categories of curricula in both tables.

As expected, most curricula, in almost every category of curricula, required a student teaching experience of 10 or 11 weeks, 5 days a week, and 6 to 7 hours a day. It was known and shown, however, that some curricula, especially those which have part-time experiences, require prospective teachers to student teach one or two days a week for as many as 54 weeks. To be better able to compare the duration of the student teaching experience by type of curriculum, therefore, the number of weeks were multiplied by the number of days per week which were multiplied by the number of hours per day for each individual curriculum for which data were provided. The product of this calculation provided a "total hours" figure

Table 23

DURATION OF STUDENT TEACHING
BY TYPE OF INSTITUTIONAL CONTROL AND SIZE OF INSTITUTION

		No. of Weeks	Days Per Week	Hours Per Day	Total Hours
All Curricula	Mean	12.1	4.9	6.4	374.7
	Median	11.0	5.0	6.4	359.7
	Mode	10.0	5.0	6.0	420.0
	Minimum	6.0	1.0	3.0	150.0
	Maximum	54.0	7.0	9.0	1260.0
Public	Mean	13.0	5.0	6.2	396.9
	Median	12.3	5.0	6.3	400.6
	Mode	16.0	5.0	6.0	420.0
	Minimum	8.0	2.0	3.0	168.0
	Maximum	23.0	5.0	8.0	805.0
Private	Mean	11.6	4.9	6.5	363.9
	Median	10.3	5.0	6.5	350.0
	Mode	10.0	5.0	6.0	300.0
	Minimum	6.0	1.0	3.0	150.0
	Maximum	54.0	7.0	9.0	1260.0
Small	Mean	11.8	4.9	6.5	363.3
	Median	10.4	5.0	6.5	321.4
	Mode	10.0	5.0	6.0	300.0
	Minimum	6.0	1.0	3.0	160.0
	Maximum	54.0	7.0	8.0	1260.0
Medium	Mean	11.3	5.0	6.7	370.0
	Median	10.3	5.0	6.7	360.6
	Mode	10.0	5.0	6.0	360.0
	Minimum	6.0	5.0	4.0	180.0
	Maximum	30.0	5.0	9.0	765.0
Large	Mean	12.9	5.0	6.2	391.3
	Median	12.1	5.0	6.2	399.0
	Mode	16.0	5.0	6.0	450.0
	Minimum	8.0	2.0	3.0	150.0
	Maximum	23.0	6.0	8.0	805.0

Table 24

DURATION OF STUDENT TEACHING
BY TYPE OF EDUCATIONAL CURRICULUM

Type of Curriculum		No. of Weeks	Days Per Week	Hours Per Day	Total Hours
Elementary	Mean	11.8	4.9	6.8	394.5
	Median	11.1	5.0	7.0	361.0
	Mode	10.0	5.0	8.0	360.0
	Minimum	6.0	4.0	3.0	210.0
	Maximum	18.0	5.0	9.0	720.0
Secondary	Mean	11.3	5.0	6.3	354.0
	Median	10.4	5.0	6.6	320.8
	Mode	10.0	5.0	8.0	240.0
	Minimum	6.0	5.0	3.0	180.0
	Maximum	18.0	6.0	8.0	640.0
Educational Specialist (K-12)	Mean	11.9	4.8	6.6	328.2
	Median	10.2	4.9	6.4	300.8
	Mode	10.0	5.0	6.0	300.0
	Minimum	7.0	1.0	5.0	160.0
	Maximum	54.0	5.0	8.0	600.0
Special Education	Mean	13.4	5.0	6.1	414.9
	Median	12.3	5.0	6.0	365.0
	Mode	9.0	5.0	6.0	450.0
	Minimum	8.0	2.0	3.0	150.0
	Maximum	30.0	7.0	9.0	1260.0
Early Childhood Education	Mean	16.1	5.0	5.2	400.6
	Median	15.6	5.0	5.7	408.3
	Mode	16.0	5.0	4.0	420.0
	Minimum	11.0	5.0	3.0	240.0
	Maximum	30.0	5.0	7.0	600.0
Junior High School	Mean	12.0	5.0	6.0	360.0
	Median	12.0	5.0	6.0	360.0
	Mode	9.0	5.0	6.0	270.0
	Minimum	9.0	5.0	6.0	270.0
	Maximum	15.0	5.0	6.0	450.0
Ungraded Specialist	Mean	10.6	5.0	6.8	358.0
	Median	11.8	5.0	6.8	390.0
	Mode	8.0	5.0	6.0	420.0
	Minimum	8.0	5.0	6.0	240.0
	Maximum	13.0	5.0	8.0	420.0

for the duration of the student teaching experience. The averages and range in total hours are also provided in Tables 23 and 24 for each category of curricula.

Using "total hours" as an indication of the duration of the student teaching experience, it is shown that prospective teachers spent as few as 150 hours to as many as 1260 hours student teaching. The mean number of hours for all curricula was 374.7. Not much deviation from this mean is indicated for curricula from private or public institutions or for curricula from the different sized institutions. As expected, greater deviation is shown for the different categories of educational curricula. Special Education curricula show the highest mean number of hours in student teaching, 414.9. Curricula for preparing Educational Specialists show the lowest mean, 328.2.

In addition to questions regarding the location, time/work load, and duration of student teaching, two further questions were asked regarding the general characteristics of the student teaching experience. The first, which asked what type of schools were used to place student teachers, provided more specific information regarding the location of the student teaching experience. A summary of the responses to this question are presented in Table 25.

Table 25 shows that a very high percentage of all curricula (93.2 percent) place student teachers in public schools. Just less than two-thirds of all curricula (61.8 percent) place students in private schools.[1] Table 25 also shows that only 5.5 percent of all curricula use campus laboratory schools to place student teachers while fewer still use various other types of institutions.

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[1]As used in this study, "private" school means all non-public schools.

Table 25

PLACEMENT OF STUDENT TEACHERS

Questions and Responses		Curriculum by Category											
In what types of schools do you place your student teachers? Check those that apply.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Public schools	93.2	98.5	95.5	88.6	94.1	77.8	100.0	62.5	94.1	92.8	92.5	90.9	91.8
(2) Private schools	61.8	63.1	67.2	65.7	41.2	100.0	0.0	50.0	42.6	70.4	63.4	78.2	47.2
(3) Campus laboratory schools	5.5	6.2	3.0	5.7	8.8	11.1	0.0	0.0	1.5	7.2	3.2	12.7	2.8
(4) Other													
Pre-schools, early learning centers, day care centers, nursery schools	1.8	1.5	1.5	0.0	0.0	22.2	0.0	0.0	2.9	1.3	1.1	1.8	2.8
Health center	3.2	1.5	1.5	2.9	11.8	0.0	0.0	0.0	5.9	2.0	1.1	3.6	5.6
Alternative or alternate schools	2.7	4.6	4.5	0.0	0.0	0.0	0.0	0.0	4.4	2.0	3.2	0.0	4.2
Other	6.8	1.5	3.0	0.0	32.4	11.1	0.0	0.0	11.8	4.6	2.2	7.3	12.5
Does your institution operate any internship program apart from the student teaching experience?													
(1) Yes	40.9	40.0	34.3	31.4	55.9	44.4	100.0	62.5	61.8	31.6	30.1	21.1	63.9
(2) No	53.9	55.4	64.2	62.9	35.3	44.4	0.0	12.5	38.2	60.5	64.5	58.2	30.1

It is shown in Table 25 that a relatively high percentage of curricula in Early Childhood Education, as expected, used day-care centers or nursery schools to place student teachers. It was also indicated by respondents from Special Education curricula that a relatively high percentage of curricula in this category used "other," unspecified institutions for placing student teachers. Finally, there was a distinct difference in the use of private schools by curricula from the larger, public institutions and from the smaller, private institutions. Not surprisingly, only 42.6 percent of the curricula from public institutions use private schools to place student teachers while 70.4 percent of the curricula from private institutions use private schools.

When the data indicating what types of schools were used to place student teachers were examined to determine if any noteworthy combinations of responses were evident, 63 curricula, or 28.6 percent indicated that only public schools were used. Another 102 respondents (46.4 percent) indicated that only public schools and private schools were used.

A final question related to the student teaching experience was asked of respondents. It was stated earlier that the student teaching experience is usually considered to be the "internship" experience of the teacher preparation curriculum. To determine if further or additional practicum experiences were provided, respondents were asked if any internship program apart from the student teaching experience was in operation. If the respondent indicated that a further internship program was provided, he or she was asked to very briefly explain the program. The distribution of responses to the first part of this question is also shown in Table 25. It is indicated that 40.9 percent of all curricula operated some kind of internship

apart from the student teaching experience. While the percentage of curricula operating a separate practicum experience was quite variable among the different categories of educational curricula, 61.8 percent of the curricula from public institutions but only 31.6 percent of the curricula from private institutions indicated that such internships were in operation. Curricula from large institutions also reported a relatively high percentage of affirmative responses to this question.

When the statements explaining the separate internship programs were examined, it was determined that most of the programs were pre-student teaching practicum experiences -- usually on a part-time basis. Prospective teachers were usually expected to observe, participate, tutor, or otherwise act as a teacher's aide during such experiences. In a few instances full-time, one-year internships were offered to prospective teachers as options in the preparation program.

The College or University Supervisor

It is not an uncommon practice to have college or university personnel periodically visit and check the progress of prospective teachers during the student teaching experience. While such personnel are given a number of different titles by the various institutions of higher education, it was stipulated that they be referred to as "Supervisors" for this study. Supervisors can, and often do, have important functions regarding the progress of prospective teachers during the student teaching experience -- depending upon their assigned roles at their respective institutions. While such functions were not investigated in this study, general characteristics regarding the number of supervisors, supervisor background and training, and visitation by supervisors were examined.

Table 26 identifies all questions and question responses regarding the college or university supervisor. The percentage of respondents checking each question choice in each curriculum category is reported.

One of the first questions of interest regarding supervisors concerned their professional background. Respondents were asked to indicate whether supervisors had training in education, training in the area of specialization of assigned student teachers, or both. They were also asked to indicate whether supervisors from local school districts or from Educational Service Regions were used. It is shown in Table 26 that for all curricula a very high percentage (71.8 percent) indicated that supervisors have training in education and training in the area of specialization of assigned student teachers. The educational curriculum category indicating the highest percentage of responses was Early Childhood Education (88.9 percent). The lowest percentage was indicated for Ungraded Specialist (25.0 percent).

Only 23.2 percent of all curricula indicated that supervisors were from the student teacher's academic area, not from a college or department of education, with none being reported for curricula in Early Childhood Education, Junior High School and Ungraded Specialists. Those curricula categories indicating the highest percentage of responses for this choice were Secondary Education, Educational Specialists, and Special Education. The percentage of responses for this choice were also higher for curricula at large institutions. Another 30.5 percent of all curricula indicated that supervisors with training in education but not necessarily in the area of specialization of assigned student teachers were used. Only 10.9 percent of all curricula used supervisors from local school districts, and less than one percent (0.9) used supervisors from Educational Service Regions. A few curricula used other types of supervisors.

Table 26

THE COLLEGE SUPERVISOR: GENERAL CHARACTERISTICS

Questions and Responses		Curriculum by Category											
What type of college supervisors do you use in your student teaching program. Check those that apply.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Supervisors from the student teachers' academic areas, not from a college or department of education	23.2	6.2	37.3	31.4	32.4	0.0	0.0	0.0	26.5	21.7	21.5	16.4	30.6
(2) Supervisors with training in education but not necessarily in area of specialization of assigned student teachers	30.5	33.8	46.3	11.4	14.7	11.1	50.0	37.5	23.5	33.6	35.5	34.5	20.8
(3) Supervisors with training in education and training in area of specialization of assigned student teachers	71.8	72.3	64.2	82.3	82.4	88.9	50.0	25.0	73.4	68.4	72.0	60.0	80.6
(4) Supervisors employed from within local school districts	10.9	10.8	7.5	5.7	23.5	11.1	0.0	12.5	11.8	10.5	14.0	5.5	11.1
(5) Supervisors employed from Educational Service Regions	0.9	0.0	1.5	2.9	0.0	0.0	0.0	0.0	0.0	1.3	2.2	0.0	0.0
(6) Other. Please explain:													
Full-time college or university faculty members	3.6	6.2	4.5	2.9	0.0	0.0	0.0	0.0	2.9	3.9	1.1	10.9	1.4
Director of urban teaching program	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.7	1.1	0.0	0.0
Other	7.7	6.2	13.4	2.9	8.8	0.0	0.0	0.0	2.9	9.9	1.1	14.5	11.1

Table 26 continued on next page

Questions and Responses		Curriculum by Category											
Which statement best describes the degree status of your college supervisors in general?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) All of them have a doctoral degree	15.5	21.5	13.4	14.3	5.9	0.0	0.0	0.0	14.7	15.8	18.3	16.4	11.1
(2) More than half of them have a doctoral degree	29.1	27.7	37.3	14.3	17.6	55.6	0.0	62.5	29.4	28.9	25.8	36.4	27.8
(3) More than half of them have a master's degree plus considerable additional credits	46.8	46.2	38.8	54.3	70.6	22.2	100.0	0.0	54.4	43.4	46.2	34.5	56.9
(4) More than half of them have a master's degree as their highest degree	3.6	1.5	4.5	11.4	0.0	0.0	0.0	0.0	0.0	5.3	5.4	3.6	1.4
(5) More than half of them have a bachelor's degree as their highest degree	0.5	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.7	0.0	1.8	0.0
Approximately how many full-time equivalent college supervisors are used in this curriculum?													
Mean	3.3	3.1	4.5	1.6	3.3	2.1	1.0	2.5	5.6	2.1	1.8	2.5	5.5
Median	1.8	1.8	2.7	1.3	1.9	1.5	1.0	1.0	3.1	1.5	1.4	1.7	3.1
Mode	1.0	1.0	1.0	1.0	2.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0
Minimum	0.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Maximum	35.0	18.0	35.0	5.0	18.0	4.0	1.0	8.0	35.0	9.0	7.0	7.0	35.0

Table 26 continued on next page

Table 26 (continued from previous page)

Questions and Responses		Curriculum by Category											
What is the average number of student teachers assigned to each full-time equivalent college supervisor during the duration of the student teaching experience?	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) 1-5	11.8	4.6	13.4	25.7	8.8	0.0	0.0	25.0	7.4	13.8	18.3	5.5	8.3
(2) 6-10	23.6	23.1	22.4	31.4	26.5	11.1	0.0	12.5	11.8	28.3	32.3	25.5	11.1
(3) 11-15	13.2	13.8	13.4	8.6	14.7	11.1	50.0	12.5	16.2	11.8	14.0	5.5	18.1
(4) 16-20	20.0	24.6	23.9	11.4	11.8	44.4	0.0	0.0	26.5	17.1	14.0	23.6	25.0
(5) 21-25	16.8	21.5	14.9	5.7	17.6	33.3	0.0	25.0	27.3	11.8	10.8	16.4	25.0
(6) 26-30	8.2	6.2	9.0	11.4	8.8	0.0	50.0	0.0	7.4	8.6	6.5	12.7	6.9
(7) 31-35	0.9	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	3.6	0.0
(8) 36-40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) More than 40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 26 continued on next page

Table 26 (continued from previous page)

THE COLLEGE SUPERVISOR: GENERAL CHARACTERISTICS

Questions and Responses		Curriculum by Category											
Do you utilize graduate students to supervise student teachers?	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Yes	12.1	6.2	7.5	2.9	23.5	11.1	0.0	12.5	20.6	8.9	1.1	3.6	23.6
(2) No	87.3	90.8	89.6	94.3	73.5	88.9	100.0	62.5	77.9	91.4	96.8	89.1	73.6
How are most of the college or university supervisors trained? Check those that apply.													
(1) No formal training or special training beyond requirements for degrees attained.	45.9	47.7	43.3	57.1	32.4	33.3	50.0	25.0	33.7	48.7	64.5	29.1	34.7
(2) Conduct a formal course in supervision of student teachers	2.7	3.1	0.0	5.7	2.9	11.1	0.0	0.0	1.5	3.3	2.2	5.5	1.4
(3) Hold workshops for supervisors	16.4	12.3	16.4	14.3	14.7	33.3	0.0	50.0	25.0	12.5	7.5	16.4	27.8
(4) Conduct small seminars with supervisors	35.9	36.9	38.8	25.7	32.4	44.4	50.0	50.0	33.7	34.2	20.4	54.5	41.7
(5) Hold larger conferences on student teaching.	14.5	12.3	11.9	14.3	26.5	11.1	0.0	12.5	22.1	11.2	8.6	14.5	22.2
(6) Other. Please state:													
Orientation and information meetings/informal conferences	3.2	3.1	1.5	2.9	8.8	0.0	0.0	0.0	2.9	3.3	1.1	7.3	2.8
Experience in the field (as teachers or otherwise)	9.5	10.8	7.5	20.0	2.9	11.1	0.0	0.0	2.9	12.5	11.8	12.7	4.2
Other	7.7	9.2	7.5	2.9	8.8	22.2	0.0	0.0	14.7	4.6	2.2	7.3	15.3

Table 26 continued on next page

Questions and Responses		Curriculum by Category											
Normally, how often do college supervisors visit with each student teacher?	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Twice each week	2.3	3.1	1.5	2.9	0.0	11.1	0.0	0.0	0.0	3.3	5.4	0.0	0.0
(2) Once each week	14.1	21.5	13.4	5.7	11.8	11.1	0.0	12.5	16.2	13.2	15.1	10.9	15.3
(3) Once every two weeks	60.)	56.)	58.2	62.)	70.6	55.6	100.0	62.5	63.2	59.)	54.8	63.6	62.5
(4) Once every three weeks	12.3	10.8	16.4	17.1	2.)	22.2	0.0	0.0	10.3	13.2	12.)	18.2	6.)
(5) Once a month	3.6	3.1	6.0	2.)	2.)	0.0	0.0	0.0	2.)	3.)	7.5	0.0	1.4
(6) Once every two months	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(7) Once each quarter	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) Once each semester	0.5	0.0	0.0	2.)	0.0	0.0	0.0	0.0	0.0	0.7	1.1	0.0	0.0
(9) Never	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

There was only one noteworthy combination of responses to this question. Nineteen curricula (8.6 percent) indicated that supervisors were from the student teacher's academic areas, not from a college or department of education and/or supervisors had training in education and training in the area of specialization of assigned student teachers. Eighty-two (82) curricula (37.3 percent) indicated that only supervisors with training in education and training in the area of specialization of assigned student teachers were used.

When asked to check the degree status of supervisors, respondents indicated that for 15.5 percent of all curricula, all supervisors had a doctor's degree. Slightly higher percentages were recorded for curricula in Secondary Education and curricula from small institutions, while no responses were recorded for curricula in Early Childhood Education, Junior High School, and Ungraded Specialist. Another 29.1 percent of all curricula indicated that more than half the supervisors had a doctor's degree. A little less than half of all curricula (46.8 percent) indicated that more than half of the supervisors had a master's degree plus considerable additional credits. A very small percentage of curricula indicated that more than half the supervisors had a master's degree or bachelor's degree as their highest degrees.

The full-time equivalent (FTE) number of supervisors per curriculum depends upon a number of factors, the most important of which is probably the number of prospective teachers per curriculum. Respondents, however, were asked how many FTE supervisors were used in their respective curricula. The results are also shown in Table 26. The calculated mean for all curricula was 3.3. The educational curriculum category with the highest mean was Secondary Education (4.5); the lowest was Junior High School (1.0). As

expected, curricula from large institutions had higher mean numbers of FTE supervisors per curriculum than medium-sized or small institutions. The range in the number of FTE supervisors per curriculum for all curricula was from a minimum of zero to a maximum of 35.

More meaningful than the absolute numbers of FTE supervisors per curriculum is the average number of student teachers assigned to each FTE supervisor. Table 26 shows the distribution of responses to the question asking for this information, and the pattern is not consistent for all curricula. Only 11.8 percent indicated that 1-5 student teachers were assigned to each FTE supervisor, but 23.6 percent indicated that 6-10 student teachers were assigned per FTE supervisor. The percentage then drops for the next category (11-25 student teachers) to 13.2 percent, but it increases again for the category indicating that 16-20 student teachers were assigned per FTE supervisor (20.0 percent). Finally, the percentage of curricula in each category above 16-20 students per FTE supervisor drops as the number of students per supervisor increases. No curricula reported more than 35 student teachers per FTE supervisor.

The variation in the percentage of all curricula in each category identifying the number of assigned student teachers appears to be due primarily to the variation in the number of student teachers assigned per supervisor reported for curricula from private institutions and small or medium-sized institutions. The rise and fall in the percentage of curricula in each category shown for all curricula parallels the change in reported percentages for private, small and medium-sized institutions. Public and large institutions, on the other hand, show that the percentage of curricula in each category increases as the number of student teachers per supervisor increases until the category of 26-30 student teachers per supervisor is reached.

Over 50 percent of the curricula from large institutions reported that 16-25 student teachers are assigned per supervisor.

It is known that many institutions use graduate students to supervise student teachers. To document the extent of graduate student use as supervisors, respondents were asked to indicate whether graduate students were used to supervise student teachers in their respective curricula. Only 9.1 percent of all curricula indicated that graduate students were used. Relatively high percentages of curricula in Special Education (23.5 percent), of curricula from public institutions (20.6 percent), and curricula from large institutions (23.6 percent) indicated that graduate students were used to supervise student teachers.

An earlier question regarding training focused upon the general background of supervisors. It asked whether supervisors had training in education, in the area of specialization of assigned student teachers, or both. A further question asked how, exactly, were supervisors trained to be "supervisors." Table 26 shows that 45.9 percent of all curricula indicated that no formal training or special training beyond requirements for degrees attained was conducted. This percentage was noticeably lower for curricula from public institutions (39.7 percent) and large institutions (34.7 percent) but was considerably higher for curricula from small institutions (64.5 percent). There was also a considerable amount of variation in the percentage of curricula which had checked this response among the categories of educational curricula.

Only 2.7 percent of all curricula indicated that a formal course on the supervision of student teachers was conducted to train supervisors. Another 16.4 percent indicated that workshops were held for supervisors, although 25.0 percent of the curricula from public institutions and 27.8 percent from

large institutions indicated workshops were held. A little over one-third of all curricula (35.9 percent) indicated that small seminars were held with supervisors while 14.5 percent stated that larger conferences on student teaching were held. Smaller percentages of curricula indicated that other, specified forms of training were conducted for supervisors. Almost 10 percent (9.5 percent) indicated that experience in the field (as teachers or otherwise) was required training for supervisors. No noteworthy combinations of responses were identified for this question.

The final question regarding the college supervisor concerned the frequency of his or her visits with each student teacher. Most respondents (60.9 percent) indicated that supervisors in their respective curricula visit student teachers once every two weeks, and this percentage did not vary significantly among the different categories of curricula. A much smaller percentage of respondents (14.1 percent) indicated that supervisors visit student teachers more frequently -- once each week, and only 2.3 percent of the respondents, all of them representing curricula at small, private institutions, indicated that student teachers were visited twice each week. On the other hand, 12.3 percent of the respondents noted that supervisors visit student teachers once every three weeks; 3.6 percent indicated visits once a month; and 0.5 percent (1 respondent) indicated that supervisors visit once each semester.

The Cooperating Teacher

One of the persons who can have a tremendous impact on a student teacher is the full-time, practicing teacher in the local school district with whom the student teacher is assigned during the student teaching experience. It is this person who guides, assists, encourages, and sometimes discourages

the student teacher as he or she "practice" teaches. It is also this teacher who serves as a "model teacher" during the teacher preparation program. In this study, the full-time practicing teacher assigned to work with a student teacher was called the Cooperating Teacher.

A number of questions regarding requirements for becoming a cooperating teacher, matching or assigning cooperating teachers and student teachers, training for cooperating teachers, payments to cooperating teachers, and benefits provided for cooperating teachers were raised in this study. Table 27 identifies all questions and question responses regarding the cooperating teacher. The percentage of respondents checking each question choice in each curriculum category is reported.

The first question raised with respondents regarding the cooperating teacher asked that the minimum requirements for becoming a cooperating teacher be identified. Approximately 55.5 percent of all respondents indicated that their respective curricula require that cooperating teachers possess a bachelor's degree. A significantly fewer number (34.5 percent) indicated that cooperating teachers must possess a master's degree. Only 25.7 percent of the curricula from private institutions indicated that a master's degree was required.

A difference in the percentage of curricula requiring a master's degree was also noticeable when examining size of institution offering the curricula. Only 25.8 percent of curricula at small institutions and 20.0 percent of curricula at medium-sized institutions indicated that a master's degree was required for cooperating teachers while 56.9 percent of the curricula at large institutions indicated a master's degree was required.

A requirement for becoming a cooperating teacher checked by a high

Table 27

THE COOPERATING TEACHER: GENERAL CHARACTERISTICS

Questions and Responses		Curriculum by Category											
What are the minimum requirements for becoming a cooperating teacher? Check those that apply.	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Possess a bachelor's degree	55.9	67.7	53.7	42.9	50.0	88.9	50.0	12.5	47.1	61.2	62.4	61.8	41.7
(2) Possess a master's degree	34.5	20.0	40.3	40.0	44.1	22.2	50.0	50.0	58.8	25.7	21.5	20.0	72.
(3) Have taught for a minimum number of years. Please specify number of years.	68.2	72.3	71.6	54.3	73.4	55.6	50.0	37.5	69.1	67.8	63.4	63.6	75.0
Mean	2.7	2.8	2.6	3.1	2.6	2.3	3.0	3.0	2.7	2.8	3.1	2.4	2.4
Median	2.8	2.8	2.8	2.7	2.6	2.9	3.0	3.0	2.8	2.8	3.0	2.5	2.7
Mode	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Minimum	1.0	1.0	1.0	1.0	1.0	2.0	3.0	3.0	1.0	1.0	1.0	1.0	1.0
Maximum	5.0	5.0	5.0	5.0	5.0	4.0	3.0	3.0	5.0	5.0	5.0	5.0	5.0
(4) Have taken a course in the supervision of student teachers	6.8	7.7	4.5	2.9	11.8	0.0	0.0	25.0	17.6	2.0	1.1	3.6	16.7
(5) Have a major in the teaching area supervised	57.3	45.1	64.2	65.7	76.5	22.2	50.0	37.5	76.5	48.7	41.9	47.3	77.8
(6) Currently be teaching in the same area of specialization or teaching field of assigned student teachers	71.8	67.7	77.6	68.6	73.4	66.7	100.0	37.5	82.4	67.1	65.6	69.1	68.1
(7) Other. Please specify:													
Participate in workshops or training/information meetings	1.4	1.5	0.0	2.9	2.9	0.0	0.0	0.0	0.0	2.0	0.0	1.8	0.0
Be recommended by district (school) administrators	11.8	13.8	14.9	8.6	5.9	0.0	50.0	12.5	8.8	13.2	14.0	12.7	9.7
Use particular or specific teaching methods	0.9	1.5	0.0	0.0	0.0	11.1	0.0	0.0	2.9	0.0	0.0	0.0	2.8
Demonstrate above average teaching ability	2.7	3.1	3.0	2.9	2.9	0.0	0.0	0.0	1.5	3.3	3.2	0.0	4.2
Other	12.3	15.4	14.9	2.9	8.8	22.2	0.0	12.5	8.8	13.8	9.7	14.5	15.3

Table 27 continued on next page

Table 27 (continued from previous page)

THE COOPERATING TEACHER: GENERAL CHARACTERISTICS

Questions and Responses		Curriculum by Category											
How are cooperating teachers and student teachers matched or assigned? Check those that apply.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Student teacher chooses cooperating teacher	24.5	35.4	31.3	5.7	20.6	11.1	0.0	0.0	11.8	30.3	36.6	18.2	13.
(2) Cooperating teacher chooses student teacher	21.4	23.2	31.3	8.6	8.8	11.1	0.0	0.0	11.8	25.7	25.8	21.8	15.3
(3) Principal in cooperating school assigns student teacher and cooperating teacher	50.0	60.0	55.2	28.6	44.1	44.4	100.0	37.5	57.4	46.7	43.0	45.5	6.9
(4) Director of student teaching assigns student teachers and cooperating teachers	43.2	46.2	40.3	45.7	35.3	55.6	50.0	50.0	48.5	40.8	44.1	32.7	30.0
(5) Director of the teacher preparation program assigns student teachers and cooperating teachers	17.7	20.0	17.1	22.9	17.6	0.0	0.0	0.0	13.1	17.1	11.4	14.5	19.4
(6) Other. Please explain:													
Personnel officer or other administrator in the district assigns or matches cooperating teachers and student teachers	15.0	16.9	16.4	8.6	14.7	22.2	0.0	12.5	10.3	17.1	14.0	27.3	4.
Education department chairpersons or other college or university administrators (coordinators) make assignments	6.8	6.2	4.0	11.4	8.8	0.0	0.0	0.0	2.1	8.6	4.3	12.7	1.4
Other	14.1	10.4	14.9	14.3	20.6	0.0	0.0	0.0	17.6	13.2	14.0	12.7	15.3

Table 27 continued on next page

Table 27 (continued from previous page)

THE COOPERATING TEACHER: GENERAL CHARACTERISTICS

Questions and Responses		Curriculum by Category											
Check any of the following techniques that you use to help train cooperating teachers.	All Curr. (220) %	Elem. (65) %	Sec. (67) %	Educ. Spec. (K-12) (35) %	Spec. Educ. (34) %	Early Childhood Educ. (9) %	Junior High School (2) %	Ungraded Spec. (8) %	Public (68) %	Private (152) %	Small (93) %	Medium (55) %	Large (72) %
(1) Offer a formal course in the supervision of student teaching	20.0	23.1	14.9	2.9	32.4	33.3	100.0	25.0	30.0	6.6	0.0	16.4	48.6
(2) Hold workshops for cooperating teachers	22.3	16.9	23.9	22.9	20.6	44.4	0.0	37.5	27.9	19.7	16.1	20.5	27.8
(3) Conduct small seminars or meetings with cooperating teachers	57.7	63.1	50.7	45.7	71.4	55.6	50.0	37.5	71.0	50.0	44.1	60.0	73.6
(4) Hold larger conferences on student teaching	15.5	1.2	19.4	14.3	23.4	0.0	50.0	37.5	38.2	5.3	2.2	7.3	38.
(5) Mail out student teaching newsletters to cooperating teachers	16.8	18.5	14.9	28.6	8.8	0.0	0.0	25.0	10.3	19.7	16.1	23.6	12.5
(6) Send written material to cooperating teachers such as student teaching handbooks.	80.9	87.7	88.1	68.6	67.6	88.9	100.0	62.5	85.8	77.6	76.5	81.8	83.7
(7) Send cooperating teachers to state or national conferences dealing with student teaching	2.7	1.5	1.5	0.0	5.9	0.0	0.0	25.0	7.4	0.7	0.0	1.8	4.
(8) Other. Please state:	10.0	12.3	11.9	11.4	5.9	0.0	0.0	0.0	8.8	10.5	14.0	5.4	4.7
Check the box before the statement which best describes your policy concerning payment to cooperating teachers and/or cooperating school systems for working with your student teachers.													
(1) No payment is made	26.8	24.6	26.9	31.4	20.6	55.6	0.0	25.0	22.1	28.9	24.7	27.3	27.8
(2) Payment is made to the school system	15.0	13.8	11.9	11.4	26.5	11.1	0.0	25.0	25.0	10.5	8.6	14.5	23.6
(3) Payment is made to the cooperating teacher	32.3	41.5	31.3	37.1	17.6	22.2	50.0	12.5	21.0	35.5	41.9	30.9	20.8
(4) Form of payment varies from school district to school district	20.9	16.9	26.9	14.3	23.4	0.0	50.0	12.5	27.0	19.1	16.1	21.8	23.6
(5) Other. Please state:	0.5	1.5	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.4

Table 27 continued on next page

Questions and Responses		Curriculum by Category											
Check the box or boxes that describe those benefits which you provide for your cooperating teachers	All Curr. (220)	Elem. (65)	Sec. (67)	Educ. Spec. (K-12) (35)	Spec. Educ. (34)	Early Childhood Educ. (9)	Junior High School (2)	Ungraded Spec. (8)	Public (68)	Private (152)	Small (93)	Medium (55)	Large (72)
	%	%	%	%	%	%	%	%	%	%	%	%	%
(1) Some type of college faculty status	7.7	6.2	9.0	14.3	5.9	0.0	0.0	0.0	11.8	5.3	1.1	14.5	15.3
(2) Free tuition for college courses	42.3	38.5	43.3	45.7	35.3	77.8	50.0	37.5	75.0	27.6	11.4	45.4	70.8
(3) Library privileges	43.6	52.3	50.7	28.6	35.3	55.5	50.0	25.0	51.5	40.1	29.0	50.9	59.7
(4) List names in college catalog	2.7	3.1	1.5	8.6	0.0	0.0	0.0	0.0	0.0	3.9	1.1	7.3	1.4
(5) Free consultation services from the college	29.5	35.4	25.4	22.9	32.4	33.3	50.0	25.0	45.6	22.4	14.0	25.4	54.2
(6) Passes to athletic events	17.3	18.5	17.9	34.4	5.9	0.0	0.0	12.5	1.5	24.3	22.6	21.8	9.7
(7) Passes to concerts	10.1	12.3	10.4	20.0	5.9	0.0	0.0	0.0	0.0	15.9	14.3	14.4	0.0
(8) Other. Please explain:													
Certificate of merit and recognition	2.7	4.6	3.0	2.3	0.0	0.0	0.0	0.0	0.0	3.9	1.4	1.8	4.0
Parking permits	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.4
Other	15.0	9.2	20.9	11.4	26.5	0.0	0.0	0.0	17.6	13.8	14.0	5.	27.8

percentage of respondents (68.2 percent) was that the cooperating teacher must have taught a minimum number of years. If a respondent indicated that having taught a minimum number of years was a requirement, he or she was asked to specify the number of years. Table 27 shows that the mean number of years specified for all curricula was 2.7. The median and mode were 2.8 and 3.0, respectively. The range, however, was from a minimum of one to a maximum of 5.

Only 6.8 percent of all curricula indicated that cooperating teachers must have taken a course in the supervision of student teachers, but the percentage of curricula from public institutions (17.6 percent) and from large institutions (16.7 percent) identifying this requirement was considerably higher than the percentage from private institutions (2.0 percent) or from small or medium-sized institutions (1.1 percent and 3.6 percent respectively).

Another requirement reported by a relatively high percentage of all respondents (57.3 percent) was that the cooperating teacher have a major in the teaching area supervised. The percentage of curricula indicating this requirement, as well as other requirements, varied considerably among the different categories of educational curricula. Curricula from public institutions and large institutions, however, again showed a higher percentage checking this requirement (76.5 percent and 75.0 percent, respectively).

The requirement for becoming a cooperating teacher checked by most respondents (71.8 percent) was that the cooperating teacher currently be teaching in the same area of specialization or teaching field of the assigned student teachers. The high percentage of respondents checking this requirement was not unexpected. What was unexpected, however, was that 28.2 percent

of all respondents had not checked this requirement. Only 55.9 percent of curricula from small institutions had checked this response.

Other, specified requirements for becoming a cooperating teacher were checked by a relatively low percentage of all curricula. Approximately 11.8 percent indicated that a cooperating teacher must be recommended by local school district administrators. It is interesting to note that only 2.7 percent (6 respondents) of all curricula indicated that a cooperating teacher must demonstrate above average teaching ability. The percentage checking this requirement, however, may have been significantly higher had it been one of the initial requirements identified on the questionnaire rather than written in under "other."

When the most frequent combinations of requirements for becoming a cooperating teacher were examined, 15 curricula reported four requirements:

1. Possess a master's degree.
2. Have taught a minimum number of years.
3. Have a major in the teaching area supervised.
4. Currently be teaching in the same area of specialization or teaching field of assigned student teachers.

Twelve curricula checked the same requirements except that the cooperating teacher had to possess a bachelor's degree instead of a master's degree.

A second question concerning cooperating teachers and student teachers asked how the two were matched or assigned. One-half of all respondents (50.0 percent) indicated that the principal in the cooperating school assigned the student teacher and cooperating teacher. About one-fourth of the respondents (24.5 percent) indicated that the student teachers chose the cooperating teachers, and 21.4 percent indicated that the cooperating teachers chose the student teachers. The percentage of respondents in each of the identified curriculum categories checking any or all of the above three processes for assigning the cooperating teacher and student teacher varied considerably

by curriculum category. It is interesting to note, however, that a much higher percentage of curricula from the private, smaller institutions than from the public, larger institutions indicated that the student teachers chose the cooperating teachers or vice versa.

Less than half of all respondents (43.2 percent) indicated that the director of student teaching assigned student teachers and cooperating teachers. Another 17.7 percent indicated that the director of the teacher preparation program assigned student teachers and cooperating teachers. A smaller percentage of curricula indicated that other school district administrators or other college or university administrators assigned student teachers and cooperating teachers. Variability among the different categories of curricula was not as evident for these latter choices.

There were few noteworthy combinations of responses for the question asking how cooperating teachers and student teachers were matched or assigned. Twenty-three respondents (10.5 percent), however, did indicate that the principal in the cooperating school and the director of student teaching assigned the cooperating teacher and student teacher. Fourteen respondents (6.4 percent) indicated that principals, directors of student teaching, the cooperating teacher and the student teacher all had a part in the matching or choosing process.

A question concerning the training of cooperating teachers had a variable response. Respondents were asked what was done to help train cooperating teachers. It is shown in Table 27 that a very high percentage of respondents (80.9 percent) indicated that written materials were sent to cooperating teachers such as student-teaching handbooks. Cooperating teachers also received student teaching news-letters from 16.8 percent of the respondents.

Only 20.0 percent of all curricula offered a formal course in the supervision of student teaching; another 22.3 percent held workshops; over half (57.7 percent) conducted small seminars; and 15.5 percent held larger conferences. It is interesting to note that these last four training techniques, formal courses, workshops, small seminars, and conferences, were all used by a higher percentage of curricula from public institutions than private institutions. A higher percentage of curricula from large institutions also used these techniques. A very small percentage of curricula (2.7 percent) sent cooperating teachers to state or national conferences.

Only one combination of responses regarding the training of cooperating teachers was evident. Forty respondents (18.2 percent) indicated that small seminars or meetings with cooperating teachers were held and that written materials were sent to cooperating teachers.

The two final questions regarding cooperating teachers concerned the payment and benefits received by them or their respective school systems. The first question asked respondents to identify the statement which best described their payment policy. Over one-fourth of all respondents (26.8 percent) indicated no payment was made. This percentage was approximately the same for all categories of curricula except for Early Childhood Education which indicated that 55.6 percent of the curricula provided no payment to cooperating teachers.

Exactly 15.0 percent of all curricula indicated that payment was made to the school system. About one-fourth of the curricula in Special Education and Ungraded Specialist, however, made payments to the school system. It is also interesting to note that a higher percentage of curricula from the larger, public institutions rather than the smaller, private institutions made payments to the school system.

A little less than one-third of all curricula (32.3 percent) indicated that payment was made directly to cooperating teachers. This payment policy was used by a considerably higher percentage of curricula from private institutions and small or medium-sized institutions than by curricula from large, public institutions. About one-fifth of all respondents (20.9 percent) indicated that the form of payment varied from school district to school district.

In addition to indicating how cooperating teachers were paid, respondents were also asked to identify any benefits provided to or for cooperating teachers. Only 7.7 percent indicated that some type of college faculty status was provided, but 42.3 percent of all curricula provided free tuition for college courses. The percentage of curricula providing free tuition was very high for curricula from public institutions (75.0 percent) and from large institutions (70.8 percent).

Library privileges were provided by 43.6 percent of all curricula. Only 2.7 percent indicated that the names of cooperating teachers were listed in college catalogs, but 29.5 percent of the curricula indicated that free consultation services were available from the college or university. Again, large, public institutions had a relatively high percentage of curricula offering free consultation services.

Only 17.3 percent of all curricula provided passes to athletic events, but the percentage of curricula providing this benefit was much higher for those from private institutions and small or medium-sized institutions than curricula from large, public institutions. Only 10.9 percent of all curricula provided passes to concerts and fewer provided other types of benefits.

When combinations of benefits were investigated for this question it was determined that 25 respondents or 11.4 percent provided free tuition only; 15 or 6.8 percent provided free tuition, library privileges, and free consultation services; and 14 or 6.4 percent provided library privileges and free consultation services.

VII. THE LEARNING EXPERIENCE MATRIX

A very important part of the preparation of any professional is the instruction received during the various stages of the training program. The nature of instruction for professionals is usually determined by the basic problems the profession intends to deal with, but often tradition or trial and error affect the type of professional training offered and, therefore, the type of training received by those wishing to enter the profession. Consequently, those persons responsible for professional training will often disagree as to what the nature or emphasis of instruction should be. The education profession is no exception.

There is currently much controversy among professional educators responsible for the preparation of teachers as to how teachers should be trained and what teachers should be taught. This controversy exists because of the emergence of new ideas and techniques for preparing professionals as well as an increase in the amount of criticism by persons outside of the profession regarding the quality of education being provided in elementary and secondary schools. It was not a purpose of this study to resolve this controversy. It was a purpose of this study, however, to provide information which might be used to make decisions to help resolve such controversies.

In an effort to provide descriptive data regarding the nature of instruction in teacher preparation curricula, part of this study was designed specifically to: (1) identify the types of learning experiences provided in the General Professional Education Studies component of the teacher education curricula, (2) identify the locations in which learning experiences typically occur, (3) determine the estimated total number of hours a prospective teacher was engaged in each type of learning experience and in each location identified. As indicated previously, the process employed for collecting this information required that respondents first identify those courses or experiences included in the "General Professional Education Studies" component of the teacher preparation curriculum. The estimated number of hours in selected learning

experiences and the location of the learning experiences were then recorded for each course on a Learning Experience Matrix (See Appendix D). It was also stated earlier (see Problems and Limitations) that because the hours indicated were estimates and often represented "composites" and because the courses listed required that a judgment be made as to what was "typical," generalizations regarding these data are somewhat limited. Nevertheless, patterns can be, and have been, identified.

A first indication of the amount of training received by prospective teachers in the General Professional Education Studies component of the various teacher preparation curricula was produced by adding the hours recorded for all learning experiences and all courses on each matrix. Measures of central tendency and variability of the "total hours" were then calculated for each type of curriculum.[1] The results are presented in Table 28. The number of curricula reported in each category differ somewhat from the number of curricula reported in earlier parts of this study because a few respondents did not complete the Learning Experience Matrix, and the data reported by a few respondents could not be used in this analysis.

It should be noted that the range of <u>total</u> clock hours reported on the Learning Experience Matrix was considerable. The minimum was 43.0 and the maximum was 3242.0. This range indicates that the amount of training a prospective teacher receives in education courses may vary considerably depending upon the type of curriculum or the institution offering the curriculum. The large range of hours can be partially accounted for by the fact that some types of curricula (i.e. Early Childhood Education and Occupational Education) did not require a student teaching experience of the same duration or nature as the more traditional curricula,

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[1]Measures of central tendency and variability, including the mean, median, mode, minimum, maximum, and standard deviation for a distribution of hours reported, are shown in various tables in this chapter. While the mode and standard deviation provide some insight regarding the concentration or dispersion of a group of numbers, it should be noted that when the group of numbers is small, these statistics can be quite unstable. For this reason, the modes and standard deviations are not emphasized in this report.

Table 28

NUMBER OF CLOCK HOURS REPORTED FOR
ALL LEARNING EXPERIENCES BY TYPE OF CURRICULUM

CURRICULUM CLASSIFICATION	NUMBER OF CURRIC. IN EACH CATEGORY	MEAN	MEDIAN	MODE	MINI-MUM	MAXI-MUM	STANDARD DEVIATION
All Curricula	211	719.4	630.0	542.0	43.0	3242.0	349.3
Private	145	662.5	610.0	542.0	90.0	1928.0	274.1
Public	66	844.4	747.5	547.0	43.0	3242.0	452.4
Large	68	794.9	720.5	547.0	43.0	1650.0	338.2
Medium	50	697.3	636.5	542.0	90.0	3242.0	442.3
Small	93	676.2	606.3	393.0	135.0	1928.0	290.8
Elementary	62	787.9	734.5	200.0	200.0	1650.0	278.1
Secondary	64	579.9	549.5	556.0	43.0	1558.0	261.7
Educational Specialist (K-12)	35	743.1	589.0	135.0	135.0	3242.0	535.4
Special Education	33	842.0	894.3	596.0	90.0	1928.0	343.0
Early Childhood Education	8	769.5	657.0	465.0	465.0	1260.0	276.9
Junior High School	2	680.5	680.5	611.0	611.0	750.0	98.3
Ungraded Specialist	7	645.7	547.3	547.0	386.0	1146.0	262.9

and also by the fact that some curricula, as will be explained, included specialized courses on the matrix. Nevertheless, the range also raises further questions regarding the variability of the data. For this reason a frequency distribution of the total hours reported on the Learning Experience Matrix is presented in Appendix I. The 25th percentile of the total hours reported on the Learning Experience Matrix was 512. The 75th percentile was 906.

The data indicate that for all curricula the mean number of clock hours required in the General Professional Educational Studies component of the teacher preparation sequence was 719.4 and the median was 630.0. Curricula from public institutions had a higher mean than curricula from private institutions (844.4 and 662.5 respectively), and the mean calculated for curricula from large institutions (794.9) was somewhat higher than the mean for medium-sized institutions (697.3) and small institutions (676.2). In all categories of curricula except Special Education, the median number of total hours in the General Professional Education Studies component of the teacher preparation sequence was equal to or less than the mean.

Among the different types of educational curricula the highest mean was calculated for Special Education (842.0). The median for Special Education curricula was 894.3. The means and medians, respectively, in the other categories of educational curricula, in descending order of the means, were 787.9 and 734.5 for Elementary Education, 769.5 and 657.0 for Early Childhood Education, 743.1 and 589.0 for Educational Specialists, 680.5 and 680.5 for Junior High School, 645.7 and 547.3 for Ungraded Specialists, and 579.9 and 549.5 for Secondary Education. As expected, the "range of means" for the different categories of curricula reflected a difference in emphasis regarding the amount of time devoted to General Professional Educational Studies. One pattern which emerges is that those curricula which prepare teachers to serve the youngest students

(Special Education, Elementary Education, and Early Childhood Education) had higher means than those curricula which, for the most part, prepare teachers to serve older students (Secondary Education, Educational Specialists, Junior High School, and Ungraded Specialists).

It should be emphasized that total hours reported on the Learning Experience Matrix for Elementary Education Curricula and for Special Education curricula were affected by the fact that respondents from these two types of curricula included education courses in the area of specialization whereas respondents from other curricula did not. While most respondents listed subject matter courses from the academic desciplines in that element of the teacher preparation curriculum designated as "Professional Studies in the Field of Specialization," respondents from Elementary Education and Special Education listed more specific education courses. In addition, the specific professional education courses were not distinguished from the general professional education courses. Consequently, the relatively high mean number of hours reported on the Learning Experience Matrix for these two types of curricula can be accounted for by the inclusion of the additional education courses. This means, of course, that a comparison of mean hours among the different types of educational curricula is not strictly a comparison of the mean hours in General Professional Education. It is, however, a comparison of hours in education courses as opposed to courses in other disciplines or other academic areas.

Percentage of Time in Identified Learning Experiences

Measures of central tendency and variability for the number of hours prospective teachers were engaged in identified learning experiences are presented in Table 29 for the different categories of curricula used in this study. In order that comparisons could be made concerning the relative time prospective teachers were engaged in each type of learning experience, the means reported in Table 29 for each experience in a given curriculum category were divided by the mean

TABLE 29

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM

TYPE AND NUMBER OF CURRICULA		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPEN-DENT WORK	PRACTICE TEACHING	OTHER
All Curricula (211)	Mean	127.9	109.6	59.2	12.2	34.6	3.3	21.3	13.7	50.1	238.5	21.1
	Median	105.3	100.0	44.6	4.4	13.0	5.1	0.5	0.3	10.4	239.9	0.2
	Mode	55.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	529.0	129.0	445.0	320.0	195.0	555.0	1331.0	640.0	500.0
	Std. Dev.	87.1	67.4	69.8	19.8	58.5	62.6	33.4	43.9	133.5	147.3	74.0
Private (145)	Mean	113.1	103.2	56.6	11.1	36.3	21.3	20.0	8.2	47.7	219.5	25.4
	Median	100.3	99.0	45.3	3.7	12.3	0.4	0.5	0.3	12.8	206.0	0.2
	Mode	120.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	392.0	317.0	263.0	81.0	445.0	320.0	140.0	90.0	1331.0	640.0	500.0
	Std. Dev.	67.5	53.4	51.8	16.6	64.1	46.7	31.5	15.9	126.9	143.0	84.4
Public (66)	Mean	160.2	123.5	64.7	14.8	30.9	53.1	24.2	25.7	55.4	280.1	11.8
	Median	144.5	105.0	42.5	5.3	13.5	19.7	0.4	3.1	9.8	261.0	0.1
	Mode	55.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	240.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	529.0	129.0	234.0	320.0	195.0	555.0	1005.0	572.0	285.0
	Std. Dev.	113.4	90.0	98.7	25.4	43.9	84.2	37.5	73.8	148.0	149.3	42.3
Small (33)	Mean	106.5	104.1	54.0	12.3	25.6	25.0	22.3	7.8	59.6	230.5	28.3
	Median	98.0	104.3	42.6	3.0	9.7	0.3	0.4	0.2	15.0	224.5	0.1
	Mode	0.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	270.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	355.0	317.0	263.0	81.0	180.0	320.0	140.0	60.0	1331.0	640.0	450.0
	Std. Dev.	65.2	55.0	55.9	19.0	37.3	60.0	33.0	15.3	154.8	154.7	90.6
Medium (50)	Mean	125.2	107.5	66.0	11.7	57.4	25.1	11.4	18.8	44.8	208.4	20.3
	Median	119.5	96.5	51.0	4.8	24.5	0.5	0.4	0.3	11.0	200.5	0.5
	Mode	32.0	29.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	361.0	360.0	325.0	110.0	445.0	280.0	122.0	555.0	1005.0	450.0	500.0
	Std. Dev.	68.4	65.2	57.6	18.0	92.8	53.0	21.6	79.2	143.9	129.6	73.3
Large (68)	Mean	159.0	118.6	61.1	12.5	30.2	44.4	27.2	18.0	40.9	271.4	11.5
	Median	124.5	95.5	42.5	4.7	12.0	19.8	0.5	3.5	9.8	241.0	0.1
	Mode	55.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	240.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	529.0	129.0	234.0	320.0	195.0	185.0	515.0	572.0	285.0
	Std. Dev.	113.6	82.9	92.0	22.3	44.6	70.7	39.5	32.2	87.2	145.0	41.7

TABLE 29 CONTINUED ON NEXT PAGE

TABLE 29 (CONTINUED FROM PREVIOUS PAGE)

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM

TYPE AND NUMBER OF CURRICULA		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPENDENT WORK	PRACTICE TEACHING	OTHER
Elementary (62)	Mean	134.9	130.6	63.8	12.0	52.4	43.6	26.9	16.5	55.4	224.9	26.9
	Median	124.5	121.5	50.0	4.0	24.0	13.0	0.5	0.4	22.5	239.7	0.2
	Mode	55.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	335.0	290.0	240.0	81.0	445.0	320.0	195.0	100.0	515.0	620.0	450.0
	Std. Dev.	69.5	60.3	52.7	17.9	83.2	77.3	40.9	26.1	96.9	153.1	82.6
Secondary (64)	Mean	82.9	87.4	56.9	11.1	17.8	17.6	18.9	10.1	26.6	226.1	24.6
	Median	75.5	80.0	42.5	7.5	2.3	0.3	0.5	0.3	9.7	210.5	0.2
	Mode	68.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	300.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	228.0	292.0	529.0	65.0	200.0	288.0	120.0	185.0	290.0	640.0	400.0
	Std. Dev.	46.3	51.7	73.8	14.4	34.9	43.0	28.8	27.0	46.5	144.7	77.9
Educational Specialist (K-12) (35)	Mean	122.8	107.9	[illegible]9.8	15.2	28.7	25.4	19.8	23.2	58.0	240.3	21.9
	Median	99.0	95.8	[illegible].3	2.3	18.0	0.4	1.0	0.3	0.9	210.0	0.2
	Mode	90.0	27.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	361.0	360.0	529.0	110.0	180.0	320.0	120.0	555.0	1005.0	632.0	500.0
	Std. Dev.	80.6	75.1	106.5	25.6	39.5	62.9	33.6	93.9	171.3	141.7	86.5
Special Education (33)	Mean	194.6	103.2	44.1	10.2	38.0	38.6	19.7	10.2	82.0	292.8	8.8
	Median	156.0	90.3	35.0	0.5	32.0	13.0	0.5	0.5	10.3	269.8	0.2
	Mode	155.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	200.0	0.0
	Minimum	42.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	230.0	102.0	225.0	320.0	140.0	85.0	1331.0	600.0	285.0
	Std. Dev.	123.4	85.1	49.4	18.9	52.8	68.6	30.6	17.2	243.8	148.4	49.6
Early Childhood Education (8)	Mean	180.6	153.0	42.4	26.9	48.6	47.1	20.3	6.1	30.8	213.8	0.0
	Median	157.0	157.0	39.0	13.5	22.0	21.5	15.0	1.7	18.5	250.0	0.0
	Mode	60.0	67.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	300.0	0.0
	Minimum	60.0	67.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	0.0
	Maximum	351.0	256.0	90.0	129.0	119.0	175.0	60.0	39.0	100.0	400.0	0.0
	Std. Dev.	95.0	67.6	27.6	43.1	50.4	58.0	22.6	13.7	33.7	130.7	0.0
Junior High School (2)	Mean	93.0	139.5	20.0	6.0	33.0	39.5	0.0	7.5	34.5	255.0	52.5
	Median	93.0	139.5	20.0	6.0	33.0	39.5	0.0	7.5	34.5	255.0	52.5
	Mode	75.0	138.0	10.0	0.0	10.0	30.0	0.0	0.0	0.0	240.0	11.0
	Minimum	75.0	138.0	10.0	0.0	10.0	30.0	0.0	0.0	0.0	240.0	11.0
	Maximum	111.0	141.0	30.0	12.0	56.0	49.0	0.0	15.0	69.0	270.0	94.0
	Std. Dev.	25.5	2.1	14.1	8.5	32.5	13.4	0.0	10.6	48.8	21.2	58.7
Ungraded Specialist (7)	Mean	136.7	106.0	37.0	4.6	29.4	21.4	17.1	1.6	54.0	230.0	7.9
	Median	96.0	96.0	25.0	1.9	11.8	13.3	12.0	0.4	22.3	250.0	3.0
	Mode	55.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	13.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	330.0	230.0	75.0	22.0	150.0	80.0	60.0	4.0	225.0	450.0	40.0
	Std. Dev.	113.7	73.1	35.4	8.0	53.7	27.7	29.3	2.0	78.7	172.9	15.2

number of hours for all learning experiences in the respective categories. The quotients were then multiplied by 100 to produce an estimated percentage of time students were engaged in each type of learning experience for each category of curriculum. In other words, for each curriculum category, the following calculation was performed for each learning experience:

$$\frac{\text{mean number of hours in a learning experience per the curriculum category in question}}{\text{mean number of hours in the curriculum category}} \times 100 = \text{estimated percentage of time prospective teacher was engaged in learning experience.}$$

The estimated percentage of time prospective teachers were engaged in different learning experiences for the categories of curricula used in this study are presented in Table 30. It is important to remember that the mean number of hours used to determine these percentages was different for each curriculum category and the percentages, therefore, do not reflect "absolute" hours. Nevertheless, the distribution of a teacher candidate's time among the various types of learning experiences reflects an expected pattern. Of the total amount of time reported for the "General Professional Education Studies" component of the teacher preparation program, for all curricula taken together, it was shown that a prospective teacher typically spent one-third (33.2 percent) of his or her time practice teaching. Another third of the time a candidate was engaged in lecture or discussion type learning experiences with the two activities occupying about equal time (17.8 percent for lecture and 15.2 percent for discussion). The final third of a prospective teacher's time was distributed among the remaining other types of learning experiences. Observation activities accounted for 8.2 percent of the time, and Independent Work accounted for another 7.0 percent. A prospective teacher spent a little

Table 30

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS ARE ENGAGED IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM

Type of Curriculum	Mean No. of Hours in a Curriculum	Lecture %	Discussion %	Observation %	Micro-Teaching %	Laboratory %	Clinical Work %	Tutor %	Work on Modules %	Independent Work %	Practice Teaching %	Other %
All Curricula	719.4	17.8	15.2	8.2	1.7	4.8	4.4	3.0	1.9	7.0	33.2	2.9
Private	662.5	17.1	15.6	8.5	1.7	5.5	3.2	3.0	1.2	7.2	33.1	3.8
Public	844.4	19.0	14.6	7.7	1.8	3.7	6.3	2.9	3.0	6.6	33.2	1.4
Small	676.2	15.7	15.4	8.0	1.8	3.8	3.7	3.3	1.2	8.8	34.1	4.2
Medium	697.3	18.0	15.4	9.5	1.7	8.2	3.6	1.6	2.7	6.4	29.9	3.0
Large	794.9	20.0	14.9	7.7	1.6	3.8	5.6	3.4	2.3	5.1	34.1	1.4
Elementary	787.9	17.1	16.6	8.1	1.5	6.7	5.5	3.4	2.1	7.0	28.5	3.4
Secondary	579.9	14.3	15.1	9.8	1.9	3.1	3.0	3.3	1.7	4.6	39.0	4.2
Educational Specialist (K-12)	743.1	16.5	14.5	10.7	2.0	3.9	3.4	2.7	3.1	7.8	32.3	2.9
Special Education	842.0	23.1	12.3	5.2	1.2	4.5	4.6	2.3	1.2	9.7	34.8	1.0
Early Childhood Education	769.5	23.5	19.9	5.5	3.5	6.3	6.1	2.6	0.8	4.0	27.8	0.0
Junior High School	680.5	13.7	20.5	2.9	0.9	4.8	5.8	0.0	1.1	5.1	37.5	7.7
Ungraded Specialist	645.7	21.2	16.4	5.7	0.7	4.6	3.3	2.6	0.2	8.4	35.6	1.2

over 10 percent of his or her time in microteaching activities, laboratory work, and clinical work (1.7 percent, 4.8 percent, and 4.4 percent respectively).

While the pattern reflected by the distribution of time among the various learning experiences for all curricula was expected, it is interesting to note how little variation there was in the general pattern among the different categories of curricula. No major differences were evident for curricula from private or public institutions or for curricula from the different-sized institutions. It was indicated that prospective teachers from public institutions spent twice as much time engaged in clinical work or working on modules than did students from private institutions, but the difference reflects less than 3.0 percent of the total time in the curriculum. The percentage of time reported for "working on modules" must be interpreted carefully. It is shown in Table 29 that this type of learning activity may have been used quite extensively by curricula at a few institutions (as suggested by a mean of 12.7, a median of .3, and a mode of 0), but when the total time was averaged for all curricula a relatively low percentage was indicated.

When the distribution of time for the curricula from different-sized institutions was examined, only two differences from the general pattern for all curricula were evident. The percentage of time a prospective teacher was engaged in laboratory work at medium-sized institutions (8.2 percent) was higher than the percentage of time recorded for this type of learning experience at small or large institutions (3.8 percent in both cases). Finally, it was indicated that students at large institutions spent a slightly higher percentage of their time in clinical work (5.6 percent) than students at small or medium-sized institutions (3.7 percent and 3.6 percent respectively).

Few significant deviations from the distribution of time indicated for all curricula were evident among the different types of educational curricula. Table 30 does show that prospective teachers in Early Childhood Education curricula spent about 10 percent more time engaged in lecture and discussion activities when these learning experiences were considered together. Candidates in these curricula also spent about 5 percent more time engaged in micro-teaching, laboratory work, and clinical work when the percentage of time engaged in these experiences was added together. It is interesting to note that this same category of curricula had the lowest percentage of time indicated for practice teaching (27.8 percent) among the different educational curricula. This can be partly accounted for by the fact that during 1974-75 the standards for recognition of Early Childhood Education candidates did not require a student teaching experience in the same manner as required of candidates in different educational areas. It was possible for Early Childhood Education candidates to meet a requirement for a "practicum" experience with far fewer hours than normally required in a student teaching experience of another type of educational curriculum.

Among the different types of learning experiences, none showed a significant variation in the range of percentages indicated for the different educational curricula. The greatest range, as might be expected, was indicated for practice teaching (11.2 percent). The maximum percentage of time reported for practice teaching was for secondary education curricula (39.0 percent) while the minimum, as stated earlier, was for Early Childhood Education curricula (27.8 percent). No range greater than that indicated for practice teaching was shown.

Percentage of Time in Identified Locations

It was indicated earlier that respondents to this study were not only asked to estimate how many hours prospective teachers were engaged in identified

learning experiences, but they were also asked to indicate the location where each activity occurred. Four possible locations could be indicated:

1. On-Campus - in classrooms or campus laboratories.
2. Cooperative Teacher Centers - off-campus
3. Public or private elementary or secondary schools not part of a Cooperative Teacher Center.
4. Other - not listed above.

Although Cooperative Teacher Centers are, by definition, located in local school districts, they were identified as a distinct location because of their unique institutional characteristics and because of an interest in knowing how extensively they were used relative to other locations.

Table 31 shows the estimated number of hours a prospective teacher spent in each of the four locations identified above during the General Professional Education Studies component of the teacher preparation program. The mean, median, mode, minimum, maximum, and standard deviation for the number of hours in each location are presented for each category of curricula used in this study. In order that relative comparisons could be made, the percentage of time in each location was calculated in the same manner that the percentage of time in identified learning experiences was calculated -- the means reported in each cell of Table 31 were divided by the mean number of hours in all locations combined for each type of curriculum.

This calculation, performed for each location in each curriculum category, is illustrated by the following equation:

$$\frac{\text{mean number of hours in a location per curriculum category}}{\text{mean number of hours in the curriculum category}} \times 100 = \text{estimated percentage of time prospective teacher spent in each location}$$

Table 31

NUMBER OF CLOCK HOURS IN IDENTIFIED LOCATIONS BY CATEGORY OF CURRICULUM

Type and Number of Curricula		On-Campus	In Elementary or Secondary School	Cooperative Teacher Center	Other
All Curricula (211)	Mean	309.5	312.6	69.6	21.7
	Median	263.0	305.0	0.1	0.1
	Mode	170.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	1433.0	1130.0	810.0	1300.0
	Std. Dev.	192.4	218.4	175.9	109.2
Private (145)	Mean	290.1	324.2	29.2	12.6
	Median	254.0	324.0	0.2	0.1
	Mode	190.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	1433.0	896.0	545.0	349.0
	Std. Dev.	177.2	189.9	102.8	47.7
Public (66)	Mean	352.2	287.3	158.1	41.8
	Median	318.5	270.5	0.3	0.2
	Mode	450.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	1116.0	1130.0	810.0	1300.0
	Std. Dev.	217.5	270.8	254.9	181.4
Small (93)	Mean	289.0	341.3	25.7	12.4
	Median	248.0	328.0	0.2	0.1
	Mode	108.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	1433.0	789.0	545.0	300.0
	Std. Dev.	191.9	192.7	100.9	45.8
Medium (50)	Mean	302.0	335.9	18.7	36.6
	Median	257.5	347.5	0.4	0.7
	Mode	188.0	0.0	0.0	0.0
	Minimum	63.0	0.0	0.0	0.0
	Maximum	1116.0	896.0	382.0	1300.0
	Std. Dev.	188.3	208.2	67.6	189.2
Large (68)	Mean	343.0	256.3	166.9	23.6
	Median	318.0	222.5	0.3	0.5
	Mode	450.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	767.0	1130.0	810.0	550.0
	Std. Dev.	194.3	249.1	255.8	89.8

Table 31 continued on next page

Table 31 (continued from preceding page)

NUMBER OF CLOCK HOURS IN IDENTIFIED LOCATIONS BY CATEGORY OF CURRICULUM

Type and Number of Curricula		On-Campus	In Elementary or Secondary School	Cooperative Teacher Center	Other
Elementary (62)	Mean	344.7	313.0	104.6	14.3
	Median	312.5	347.5	0.1	0.1
	Mode	362.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	740.0	780.0	810.0	349.0
	Std. Dev.	162.7	206.2	222.9	55.5
Secondary (64)	Mean	217.9	313.1	38.3	7.6
	Median	185.5	304.0	0.4	0.1
	Mode	122.0	0.0	0.0	0.0
	Minimum	21.0	0.0	0.0	0.0
	Maximum	556.0	1114.0	668.0	275.0
	Std. Dev.	115.3	208.3	120.9	35.0
Educational Specialist (K-12) (35)	Mean	290.6	363.2	28.1	57.9
	Median	216.0	315.0	2.5	1.9
	Mode	155.0	0.0	0.0	0.0
	Minimum	84.0	0.0	0.0	0.0
	Maximum	1116.0	1130.0	520.0	1300.0
	Std. Dev.	203.4	260.7	103.8	224.1
Special Education (33)	Mean	408.0	297.5	113.8	20.4
	Median	395.7	269.8	3.2	1.1
	Mode	396.0	0.0	0.0	0.0
	Minimum	90.0	0.0	0.0	0.0
	Maximum	1433.0	730.0	668.0	550.0
	Std. Dev.	246.2	225.6	216.2	96.0
Early Childhood Education (8)	Mean	375.9	208.4	116.4	55.6
	Median	356.0	112.0	11.7	0.9
	Mode	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	767.0	542.0	660.0	434.0
	Std. Dev.	235.3	223.0	228.3	152.9
Junior High School (2)	Mean	331.0	342.5	0.0	7.0
	Median	331.0	342.5	0.0	7.0
	Mode	286.0	325.0	0.0	0.0
	Minimum	286.0	325.0	0.0	0.0
	Maximum	376.0	360.0	0.0	14.0
	Std. Dev.	63.6	24.7	0.0	9.9
Ungraded Specialist (7)	Mean	383.0	233.3	10.9	7.1
	Median	265.0	320.0	6.3	4.2
	Mode	159.0	388.0	0.0	0.0
	Minimum	13.0	0.0	0.0	0.0
	Maximum	786.0	388.0	76.0	50.0
	Std. Dev.	306.0	170.9	28.7	18.9

The estimated percentage of time prospective teachers spent in each location during the General Professional Education Studies component of the teacher preparation curriculum is shown in Table 32. The percentages are reported for each curriculum category used in this study. The distribution of time indicated for all curricula shows that the learning activities occurred almost an equal proportion of time on campus and in elementary or secondary schools. Table 32 indicates that each location accounted for approximately 43 percent of a prospective teacher's time. Cooperative Teacher Centers accounted for another 9.7 percent of the time engaged in learning activities and "other" locations were used for a final 3.0 percent of the time. It should be noted that all curricula did not use Cooperative Teacher Centers, but when the time was averaged for those curricula which did use Cooperative Teacher Centers, this location appeared to account for approximately 10 percent of a student's time.

The percentages indicated for "On Campus" preparation vary only slightly for curricula from private or public institutions or for curricula from different-sized institutions. More variability, however, is shown for the different types of educational curricula. Curricula for Secondary Education indicated the lowest percentage of time on campus (37.6 percent), while curricula for Ungraded Specialists showed the highest percentage indicated (59.3 percent).

Several noteworthy patterns emerge when the percentage of time spent by prospective teachers in elementary or secondary schools is examined. While engaged in professional education experiences, students from private institutions spent 48.9 percent of their time in elementary or secondary schools while students from public institutions spent 34.0 percent of their time in this location.

Table 32

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS SPEND IN IDENTIFIED LOCATIONS BY CATEGORY OF CURRICULUM

Curriculum Classification	Mean Number of Hours in a Curriculum	On-Campus %	In Elem. or Second. Schools %	Cooperative Teacher Center %	Other %
All Curricula	719.4	43.0	43.5	9.7	3.0
Private	662.5	43.8	48.9	4.4	1.9
Public	844.4	41.7	34.0	18.7	5.0
Small	676.2	42.7	50.5	3.8	1.8
Medium	697.3	43.3	48.2	2.7	5.2
Large	794.9	43.2	32.2	21.0	3.0
Elementary	787.9	43.7	39.7	13.3	1.8
Secondary	579.9	37.6	54.0	6.6	1.3
Educational Specialist (K-12)	743.1	39.1	48.9	3.8	7.8
Special Education	842.0	48.5	35.3	13.5	2.4
Early Childhood Education	769.5	48.8	27.1	15.1	7.2
Junior High School	680.5	48.6	50.3	0.0	1.0
Ungraded Specialist	645.7	59.3	36.1	1.7	1.1

Students preparing for the teaching profession in small or medium-sized institutions spent about half their time in elementary or secondary schools while students from large institutions indicated that 32.3 percent of a student's time was spent in the schools. The percentage of time in the elementary or secondary schools indicated for the different educational curricula is also quite variable. The range is from 27.1 percent for Early Childhood Education Curricula to 54.0 percent for Secondary Education Curricula.

The reported percentage of time spent by prospective teachers in elementary or secondary schools must be interpreted very carefully. First it must be remembered that the denominator (mean number of hours in a curriculum) used to calculate the percentages of time was different for each category of curricula. The "absolute" number of hours spent in a location, therefore, may not vary as much as the percentage first suggests. (The mean number of hours in each location is reported in Table 31.) Secondly, because the time spent in Cooperative Teacher Centers by students in a few curricula is averaged for all curricula, the percentage of time indicated for elementary and secondary schools is less than what would normally be expected.

The percentage of time indicated for both locations, elementary and secondary schools and Cooperative Teacher Centers, deserves further examination. Cooperative Teacher Centers are typically located in local school districts. One way to estimate how much professional training occurs "in the schools" is to add the percentage of time indicated for Cooperative Teacher Centers to the percentage of time indicated for elementary and secondary schools. If this is done for all curricula, for example, the total percentage of time a prospective teacher spent "in the school" is approximately 53.2 percent (43.5 percent and 9.7 percent). In fact, if this is done for each category of curricula, the

composite percentage is very close to 53 percent for each one. The exceptions are for Ungraded Specialists (37.8 percent), Early Childhood Education (42.2 percent), and Secondary Education (60.6 percent). This suggests that prospective teachers typically spent a little over half their professional education time in the local school systems.

When the percentage of time indicated for Cooperative Teacher Centers is examined separately, two general statements can be made. First, the larger, public institutions support more curricula which use Cooperative Teacher Centers than do the smaller, private institutions since the percentage of time recorded for these two categories (large and public) is relatively high. Secondly, Elementary Education curricula, Special Education Curricula, and Early Childhood Education Curricula use Cooperative Teacher Centers more than do the other categories of curricula because the percentage of time recorded for these categories is also relatively high.

The percentage of time indicated for "other" locations is very low in all categories of curricula except for Educational Specialist and Early Childhood Education. As documented earlier in this study, curricula in these categories sometimes use special centers or nursery schools to place their student teachers. These institutions account for the relatively high percentage of time recorded in other locations for these curriculum categories.

The percentage of time indicated above for the different locations and for the different categories of curricula can only be considered as rough estimates. Generalizations regarding these percentages, as indicated earlier, are relative and should be interpreted carefully.

Traditional vs. Non-traditional Curricula

The data reported on the Learning Experience Matrix, as indicated in the

chapter on Data Analysis, were analyzed using five additional categories of curricula: (1) traditional curricula, (2) PBTE/CBTE curricula, (3) cooperative teacher center based curricula, (4) experimental curricula, and (5) those curricula which could not easily be identified as belonging to one of the above four categories -- hereafter referred to as the curricula which were a "combination" of the first four categories. Using responses to particular sections of the survey instrument (explained previously) it was determined that 63 curricula could clearly be identified as traditional, 16 were classified as cooperative teacher center based, 26 were performance/competency based, and only 3 were experimental. There were 103 curricula which could not be clearly classified and were assumed to be combinations of the first four.

It was initially expected that most curricula would be identified as traditional. The fact that less than one-third were so classified, however, suggests that curricula in the traditional category (lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction) were not necessarily typical. A "typical" curriculum included not only traditional modes of instruction, but it might also include elements of performance based instruction, instruction in a cooperative teacher center, or possibly even experimental components. It should be repeated that all five categories of curricula were mutually exclusive, and that each curriculum was identified as belonging to only one category.

Given the five new categories of curriculum instruction the data reported on the Learning Experience Matrix were analyzed in the same manner as when using the classification system previously identified. The number of clock hours reported for all learning experiences by type of curriculum instruction is presented in Table 33.

Table 33

NUMBER OF CLOCK HOURS REPORTED FOR ALL LEARNING EXPERIENCES BY TYPE OF CURRICULUM INSTRUCTION

Curriculum Classification	Number of Curricula in Each Category	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Traditional	63	601.8	552.0	393.0	90.0	1315.0	249.4
Cooperative Teacher Center Based	16	795.3	753.0	150.0	150.0	1650.0	352.6
PBTE/CBTE	26	914.7	797.0	895.0	420.0	3242.0	533.6
Experimental	3	939.7	1000.3	1182.0	455.0	1182.0	419.7
Combination	103	723.9	650.3	547.0	43.0	1928.0	318.1

Table 33 shows that the experimental curricula had the highest mean and median number of hours (939.7 and 1000.3, respectively) reported for the General Professional Education Studies component of the teacher preparation curricula although the PBTE/CBTE curricula also reported a high mean (914.7). The traditional curricula are shown to have the lowest mean and median (601.8 and 552.0, respectively). Most curricula, those identified as combinations, had a mean number of hours of 723.9 and a median of 650.3.

The percentage of time prospective teachers spent in identified learning experiences for each of the five types of curriculum instruction was calculated in the same manner as used for other categories of curricula. The mean number of hours in a learning experience for each curriculum category was divided by the mean number of total hours in the respective categories. The mean, median, mode, minimum, maximum, and standard deviation for the number of hours reported on the Learning Experience Matrix for each type of learning experience in categories of curriculum instruction are shown in Table 34. The estimated percentage of time prospective teachers were engaged in different learning experiences for these same categories of curricula is presented in Table 35. It is important to remember that the mean number of hours used to determine these percentages was quite different for each curriculum category. The percentages provide a means for comparing the relative time prospective teachers were engaged in each type of learning experience, not the absolute time.

It was expected that Table 35 would show some major differences in the percentage of time engaged in various types of learning experiences by students in the different curriculum categories. This is because the different categories were presumably based upon different types of instructional patterns. While some differences are evident, however, the general pattern for four of the five

TABLE 34

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM INSTRUCTION

TYPE OF CURRICULUM		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPENDENT WORK	PRACTICE TEACHING	OTHER
Traditional	Mean	121.7	103.3	43.8	10.0	20.5	17.5	9.4	0.0	23.9	240.1	11.5
	Median	110.3	96.0	31.0	2.0	0.4	0.4	0.2	0.0	6.0	268.3	0.1
	Mode	60.0	85.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	270.0	0.0
	Minimum	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	351.0	248.0	175.0	129.0	175.0	223.0	75.0	0.0	518.0	600.0	500.0
	Std. Dev.	66.5	50.1	44.6	20.8	37.1	42.5	20.1	0.0	71.3	128.6	63.5
Cooperative Teacher Center Based	Mean	125.1	149.0	76.6	17.3	32.3	68.8	49.5	15.9	85.7	164.7	10.4
	Median	88.5	141.5	50.0	8.5	11.0	20.3	17.0	2.0	10.0	192.5	0.3
	Mode	0.0	30.0	45.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	30.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	335.0	290.0	230.0	80.0	130.0	320.0	195.0	100.0	515.0	400.0	120.0
	Std. Dev.	96.0	76.4	58.6	23.6	42.6	104.6	60.2	26.1	162.6	126.7	23.7
PBTE/CBTE	Mean	131.4	122.7	68.7	23.5	63.1	39.5	20.1	56.9	74.8	305.2	8.8
	Median	110.5	105.2	51.5	17.3	40.5	20.5	22.5	19.5	23.0	321.0	0.6
	Mode	78.0	105.0	70.0	0.0	47.0	0.0	0.0	9.0	10.0	430.0	0.0
	Minimum	35.0	50.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	100.0	0.0
	Maximum	361.0	360.0	325.0	110.0	300.0	295.0	70.0	555.0	1005.0	450.0	135.0
	Std. Dev.	74.1	62.9	67.5	23.9	78.8	64.2	16.4	109.6	193.8	114.8	27.4
Experimental	Mean	70.7	80.7	26.7	10.7	0.0	29.3	6.7	20.0	193.3	341.7	160.0
	Median	79.5	87.0	30.0	8.0	0.0	22.0	5.0	15.0	217.5	356.3	180.0
	Mode	106.0	106.0	40.0	0.0	0.0	0.0	0.0	0.0	290.0	400.0	240.0
	Minimum	0.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	225.0	0.0
	Maximum	106.0	106.0	40.0	32.0	0.0	88.0	20.0	60.0	290.0	400.0	240.0
	Std. Dev.	61.2	43.9	23.1	18.5	0.0	50.8	11.5	34.6	167.4	101.0	138.6
Combinations	Mean	132.8	104.8	64.4	10.1	37.4	31.8	25.0	10.7	50.1	229.0	27.8
	Median	98.0	95.3	48.0	4.0	18.0	10.0	2.0	0.5	21.6	220.0	0.2
	Mode	55.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	529.0	102.0	445.0	320.0	122.0	80.0	1331.0	640.0	450.0
	Std. Dev.	100.0	75.0	83.1	16.5	63.6	62.7	35.0	17.1	136.4	162.7	86.1

Table 35

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS ARE ENGAGED IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM INSTRUCTION

Curriculum Classification	Mean No. of Hours in a Curriculum	Lecture %	Discussion %	Observation %	Micro Teaching %	Laboratory %	Clinical Work %	Tutor %	Work on Modules %	Independent Work %	Prac. Teaching %	Other %
Traditional	601.8	20.2	17.2	7.3	1.7	3.4	2.9	1.6	0.0	4.0	39.9	1.9
Cooperative Teacher Center Based	795.3	15.7	18.7	9.6	2.2	4.1	8.7	6.2	2.0	10.8	20.7	1.3
PBTE/CBTE	914.7	14.4	13.4	7.5	2.6	6.9	4.3	2.2	6.2	8.2	33.4	1.0
Experimental	939.7	7.5	8.6	2.8	1.1	0.0	3.1	0.7	2.1	20.6	36.4	17.0
Combinations	723.9	18.3	14.5	8.9	1.4	5.2	4.4	3.5	1.5	6.9	31.6	3.8

categories varies only slightly. Experimental curricula, of which there were only 3, showed the greatest variation.

Traditional curricula, cooperative teacher center based curricula, PBTE/CBTE curricula, and curricula which were combinations all indicated that approximately one-third of a student's time was spent in lecture and discussion. The experimental curricula, on the other hand, indicated that about one-sixth of a student's time (about 16 percent) was spent in lecture and discussion. Experimental curricula also reported a much smaller percentage of time spent in observation, 2.8 percent as opposed to 7 to 9 percent for the other categories of curricula.

Low percentages of time were reported for all curricula for microteaching, laboratory work, and clinical work. PBTE/CBTE curricula reported the highest percentage of time for laboratory work (6.9 percent), and the experimental curricula reported no time spent in laboratory work. Cooperative teacher center based curricula reported the highest percentage of time for students engaged in clinical work, 8.7 percent, which was twice as high as the percentage reported for curricula which were combinations (4.4 percent), the next highest percentage reported for this learning experience.

Relatively low percentages of time (with one exception) are shown in Table 35 for tutoring, working on modules, and independent work for all categories of curriculum instruction. The highest percentage reported for tutoring, 6.2 percent, was for cooperative teacher center based curricula. As might be expected, the highest percentage reported for working on modules, 6.2 percent, was for PBTE/CBTE curricula, since a response for this learning experience was used to identify such curricula. Greater differences were indicated for independent work. Traditional curricula reported a low of 4.0 percent of a student's time spent in

independent work while the experimental curricula showed a high in this category of learning experience of 20.6 percent. Cooperative teacher center based curricula and PBTE/CBTE curricula also indicated a relatively high percentage of time in this area (10.8 percent and 8.2 percent, respectively) when compared to the curricula which were combinations (6.9 percent).

Practice teaching, as expected, required a relatively high percentage of a prospective teacher's time in all categories of curriculum instruction. Traditional curricula reported the highest percentage for this learning experience, 39.9 percent. It is interesting to note that the lowest percentage of time for this learning experience (20.7 percent) was for cooperative teacher center based curricula.

Finally, "other," unspecified types of learning experiences accounted for a very low percentage of a prospective teacher's time in all curriculum categories except for experimental curricula. It was determined that students in experimental curricula spent 17.0 percent of their time in "other" types of learning experiences whereas the other four categories of curricula reported less than 4 percent.

Location of experiences provided in the General Professional Education Studies component were also analyzed using the 5 categories of curriculum instruction. Table 36 shows the variation in the total number of clock hours in specified locations for each category. By dividing the mean number of hours in each location by the mean number of total hours reported for the respective category of curriculum instruction, an estimated percentage of time prospective teachers received instruction in each location was calculated. The calculated percentages are shown in Table 37.

Table 36

NUMBER OF CLOCK HOURS IN IDENTIFIED
LOCATIONS BY CATEGORY OF CURRICULUM INSTRUCTION

Type of Curriculum		On-Campus	In Elementary or Secondary School	Cooperative Teacher Center	Other
Traditional	Mean	264.8	332.0	0.0	0.9
	Median	216.0	324.0	0.0	0.0
	Mode	154.0	360.0	0.0	0.0
	Minimum	90.0	0.0	0.0	0.0
	Maximum	786.0	896.0	0.0	14.0
	Std. Dev.	151.2	155.9	0.0	3.1
Cooperative Teacher Center Based	Mean	338.4	40.5	379.9	30.2
	Median	258.5	1.6	397.0	0.7
	Mode	23.0	0.0	15.0	0.0
	Minimum	23.0	0.0	15.0	0.0
	Maximum	725.0	347.0	810.0	250.0
	Std. Dev.	217.6	88.8	206.9	72.4
PBTE/CBTE	Mean	374.9	406.3	69.0	58.3
	Median	328.5	370.5	0.9	0.9
	Mode	318.0	577.0	0.0	0.0
	Minimum	170.0	0.0	0.0	0.0
	Maximum	1116.0	825.0	614.0	1300.0
	Std. Dev.	203.0	188.6	186.0	253.9
Experimental	Mean	375.3	544.3	0.0	0.0
	Median	407.0	578.3	0.0	0.0
	Mode	502.0	680.0	0.0	0.0
	Minimum	122.0	273.0	0.0	0.0
	Maximum	502.0	680.0	0.0	0.0
	Std. Dev.	219.4	235.0	0.0	0.0
Combinations	Mean	313.9	312.6	66.0	24.5
	Median	273.0	314.0	0.2	0.3
	Mode	450.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0
	Maximum	1433.0	1130.0	676.0	550.0
	Std. Dev.	204.2	238.4	175.2	85.7

Table 37

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS
SPEND IN IDENTIFIED LOCATIONS BY CATEGORY OF CURRICULUM INSTRUCTION

Curriculum Classification	Mean Number of Hours in a Curriculum	On-Campus %	In Elementary or Secondary Schools %	Cooperative Teacher Center %	Other %
Traditional	601.8	44.0	55.2	0.0	0.1
Cooperative Teacher Center Based	795.3	42.5	5.1	47.8	3.8
PBTE/CBTE	914.7	41.0	44.4	7.5	6.4
Experimental	939.7	39.9	57.9	0.0	0.0
Combinations	723.9	43.4	43.2	9.1	3.4

Table 37 shows that a prospective teacher received approximately 40 percent of his or her instruction in education courses on campus regardless of the type of instructional program. The range for the percentage of time spent on campus was from 39.9 percent for experimental curricula to 44.0 percent for traditional curricula. Slightly greater variation is shown in Table 37 for the percentage of time spent in elementary or secondary schools. It is important to remember that cooperative teacher centers, as defined in this study, are located in the elementary and secondary school districts. If the percentage of time in elementary or secondary schools is added to the percentage of time in cooperative teacher centers for each category of curriculum instruction, it is shown, again, that prospective teachers spent slightly over half of their General Professional Education time "in the field."

If an individual indicated on the Learning Experience Matrix that instruction was received in a cooperative teacher center, that response was used to identify the curriculum as one which was cooperative teacher center based. It is not surprising, therefore, that prospective teachers in such curricula spent 47.8 percent of their time in cooperative teacher centers. It is interesting to note, however, that students in such curricula still spent 5.1 percent of their time in elementary or secondary schools <u>not</u> specifically identified as centers. It is also interesting to note that in a typical curriculum, one identified as including a combination of different types of instruction, it was calculated that 9.1 percent of the student's time was spent in a cooperative teacher center. This figure, of course, represents an average for all 103 curricula in this category. Also, some PBTE/CBTE curricula also used cooperative teacher centers, since a calculated 7.5 percent is indicated for this category. Finally, traditional and experimental curricula had no time

indicated in cooperative teacher centers.

The percentage of time indicated in Table 37 for other locations is relatively low for all categories of curriculum instruction. PBTE/CBTE curricula had the highest calculated percentage of time in other locations, 6.4 percent.

In summary, it was expected that an analysis of the data on the Learning Experience Matrix using categories of curriculum instruction would reveal marked differences in the percentage of time prospective teachers in each type of curriculum received instruction in identified learning experiences and in different locations. Except for differences due to the process of defining and categorizing the curricula, however, few major variations in the pattern of instruction were identified.

Learning Experiences by Type of Course

It was stated earlier that the data reported on the Learning Experience Matrix was also analyzed by type of course. A ten category classification system was developed and used to identify courses listed in the General Professional Education Studies component of the teacher preparation curricula. It was assumed that if courses could be reliably identified and classified, the typical pattern of instruction in any one type of educational course could be determined, and the relative percentage of time devoted to various types of learning experiences could be documented. This analysis would enable instructors to compare and contrast the time devoted to various types of learning experiences in their respective courses to what has been identified as a typical pattern of experiences for all such courses offered in Illinois.

It was also noted earlier that the only information available to determine how a course should be classified or coded was the title or course description provided by the individual respondents on the Learning Experience Matrix. No description of the course content, per se, was available. Using a simple measure of agreement to establish the reliability of the coding system, relatively high coefficients of inter-judge agreement (above .70) were realized for courses in the categories of History/Philosophy of Education, Educational Psychology (behavior oriented), Educational Psychology (measurement oriented), methods classes in specialized areas, and student teaching at general grade levels. Coefficients of intra-judge agreement were high for all categories of courses except "other" foundations and student teaching courses in specialized areas.[1]

Measures of concentration and variability in the total number of hours reported for all learning experiences in each type of course are shown in Table 38. When the mean number of hours in each type of course, except for Student Teaching classes, is examined, the range is from 49.5 for History and Philosopy of Education courses to 73.6 for general methods courses. The means reported for the two categories of student teaching are considerably higher, 291.0 for general student teaching courses and 329.5 for student teaching in specialized areas. While the medians are somewhat less than the means in each course category, the same pattern in the range of hours is evident.

The same procedures used earlier in this study to determine the percentage of time prospective teachers spent in identified learning experiences for each category of curricula were used to determine the relative time devoted

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[1]See pages 42-45, Chapter III

Table 38

NUMBER OF CLOCK HOURS REPORTED FOR
ALL LEARNING EXPERIENCES BY TYPE OF COURSE

Course Classification	Number of Courses in each Category	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Principles/ Introduction	117	58.5	54.0	45.0	3.0	180.0	25.3
History/Philosophy	142	49.5	45.4	45.0	3.0	138.0	20.6
Other Foundations	73	68.7	48.3	22.0	0.0	250.0	51.7
Educational Psychology (Behavior)	272	62.2	54.6	60.0	3.0	320.0	32.8
Educational Psychology (Measurement)	48	54.7	45.1	30.0	0.0	208.0	38.0
Methods - General	171	73.6	57.3	45.0	0.0	450.0	63.1
Methods - Special Area	424	56.3	48.1	20.0	0.0	512.0	41.7
Student Teaching - General	165	291.0	280.4	360.0	0.0	640.0	129.9
Student Teaching - Special Area	54	329.5	298.5	300.0	30.0	991.0	173.6
Other	206	53.7	46.5	30.0	10.0	330.0	37.4

to each type of learning experience in each type of course. By dividing the mean number of hours in a learning experience for each course category, shown in Table 39, by the mean number of total hours in the respective categories, the estimated percentage of time prospective teachers were engaged in each learning experience for each type of course was calculated. The calculated percentages are shown in Table 40.

Table 40 shows that in most types of education courses, student teaching courses being the exceptions, prospective teachers spent a majority of their time in lecture and discussion activities. Some interesting variations regarding this generalization, however, are revealed in Table 40. In Principles of Education/Introduction to Education courses prospective teachers typically spent one fourth of their time (24.6 percent) listening to lectures, a second fourth of their time (26.2 percent) engaged in discussions, a third fourth of their time (24.1 percent) observing, and a final fourth of their time scattered in the remaining identified learning experiences. Students in History/Philosophy of Education courses, on the other hand, spent about 40.6 percent of their time listening to lectures, 39.6 percent of their time in discussion, about 10.3 percent of their time doing independent work, and the final 10 percent of their time in other various learning activities. In "other" Foundations courses the general pattern identified for History/Philosophy courses is somewhat repeated, but there is slightly less emphasis placed on discussion; 35.5 percent of a student's time was in lecture; 25.9 percent of the time was spent in discussion; 9.0 percent of the time was in independent work; but laboratory work and clinical work also required a greater percentage of a student's time (9.2 percent and 7.9 percent respectively.)

TABLE 39

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF COURSE

TYPE OF COURSE		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPEN-DENT WORK	PRAC-TICE TEACHING	OTHER
Principles/ Introduction	Mean	14.4	15.3	14.1	2.3	2.6	3.1	1.0	1.8	3.0	0.2	0.7
	Median	10.3	11.9	7.9	0.1	0.1	0.1	0.1	0.3	0.2	0.0	0.1
	Mode	10.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	45.0	60.0	120.0	20.0	34.0	60.0	20.0	30.0	40.0	18.0	60.0
	Std. Dev.	11.4	10.0	23.2	6.0	6.4	10.0	3.2	5.6	5.8	1.7	5.7
History/ Philosophy	Mean	20.1	19.6	1.8	0.0	0.2	0.8	0.6	0.5	5.1	0.1	0.7
	Median	19.9	19.8	0.1	0.0	0.0	0.1	0.0	0.1	0.2	0.1	0.0
	Mode	20.0	15.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	48.0	50.0	30.0	3.0	10.0	100.0	30.0	40.0	84.0	15.0	80.0
	Std. Dev.	10.2	10.1	4.9	0.3	1.2	8.4	3.7	3.7	12.7	1.3	6.8
Other Foundations	Mean	24.4	17.8	3.3	0.3	6.3	5.4	0.2	4.6	6.2	0.1	0.0
	Median	19.5	15.0	0.3	0.1	0.4	0.1	0.1	0.1	0.3	0.1	0.0
	Mode	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	150.0	96.0	40.0	10.0	100.0	96.0	10.0	150.0	150.0	2.0	0.0
	Std. Dev.	22.2	16.8	6.5	1.7	16.9	22.0	1.2	21.7	19.9	0.5	0.0
Educ. Psychology (Behavior)	Mean	23.0	17.3	5.8	0.6	2.9	3.2	1.4	1.3	5.9	0.2	0.8
	Median	20.9	15.6	0.5	0.0	0.2	0.1	0.1	0.0	0.2	0.1	0.0
	Mode	20.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	160.0	160.0	80.0	55.0	45.0	96.0	60.0	32.0	100.0	30.0	55.0
	Std. Dev.	14.1	13.5	9.6	3.8	6.8	11.3	5.5	5.4	16.8	2.0	5.2
Educ. Psychology (Measurement)	Mean	26.0	12.4	1.3	0.1	2.9	2.2	0.3	2.3	7.2	0.0	0.1
	Median	20.8	10.3	0.1	0.0	0.2	0.1	0.1	0.3	0.3	0.0	0.0
	Mode	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	54.0	35.0	30.0	3.0	35.0	20.0	10.0	40.0	90.0	0.0	3.0
	Std. Dev.	15.3	10.1	4.8	0.4	6.7	4.7	1.6	8.0	18.4	0.0	0.4

TABLE 39 CONTINUED ON NEXT PAGE

TABLE 39 (CONTINUED FROM PREVIOUS PAGE)

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF COURSE

TYPE OF COURSE		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPENDENT WORK	PRACTICE TEACHING	OTHER
Methods-General	Mean	14.0	14.1	6.9	3.2	8.0	8.9	2.6	2.1	3.9	2.4	7.7
	Median	12.1	14.6	1.3	0.3	0.3	0.2	0.1	0.1	0.2	0.1	0.1
	Mode	10.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	101.0	72.0	100.0	24.0	175.0	175.0	46.0	60.5	90.0	200.0	450.0
	Std. Dev.	12.9	9.9	11.6	5.5	23.9	22.5	7.0	7.5	10.8	16.7	47.1
Methods-Special Area	Mean	16.7	13.0	4.4	2.2	6.9	3.0	2.4	1.8	4.3	0.8	0.8
	Median	12.1	10.3	0.3	0.2	0.3	0.1	0.1	0.1	0.2	0.0	0.0
	Mode	10.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	300.0	150.0	80.0	45.0	150.0	100.0	45.0	60.0	84.0	66.0	60.0
	Std. Dev.	20.2	11.4	9.6	5.3	13.9	8.4	7.0	6.1	10.2	4.6	5.9
Student Teaching-General	Mean	1.4	5.2	16.7	1.8	3.5	6.0	7.4	0.7	13.6	227.6	7.0
	Median	0.1	0.3	0.3	0.0	0.1	0.0	0.4	0.1	0.1	239.6	0.1
	Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	270.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	24.0	30.0	125.0	65.0	300.0	205.0	110.0	40.0	360.0	600.0	390.0
	Std. Dev.	4.1	7.6	28.1	8.5	29.9	29.7	20.0	4.4	52.4	131.9	44.2
Student Teaching-Special Area	Mean	3.9	7.4	38.7	1.7	1.8	11.0	11.7	2.2	25.7	211.2	14.1
	Median	0.2	0.4	15.5	0.1	0.1	0.4	0.5	1.2	0.2	199.6	0.6
	Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	200.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	32.0	32.0	240.0	65.0	50.0	320.0	75.0	30.0	903.0	600.0	500.0
	Std. Dev.	9.2	10.9	64.8	9.4	7.1	45.7	21.2	7.9	123.4	120.8	69.9
Other	Mean	15.7	13.4	4.0	1.3	2.9	1.7	2.8	2.2	4.8	2.4	2.5
	Median	10.4	13.0	0.2	0.0	0.1	0.1	0.1	0.0	0.2	0.0	0.0
	Mode	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	54.0	64.0	54.0	65.0	45.0	60.0	40.0	185.0	75.0	200.0	150.0
	Std. Dev.	16.4	11.3	9.1	6.8	7.2	8.1	9.2	14.0	10.6	19.9	15.7

TABLE 40

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS ARE ENGAGED IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF COURSE

Type of Course	Mean No. of Hours in a Course	Lecture %	Discussion %	Observation %	Micro-Teaching %	Laboratory %	Clinical Work %	Tutor %	Work on Modules %	Independent Work %	Prac. Teaching %	Other %
Principles/Introduction	58.5	24.6	26.2	24.1	3.9	4.4	5.3	1.7	3.1	5.1	0.3	1.2
History/Philosophy	49.5	40.6	39.6	3.6	0.0	0.4	1.6	1.2	1.0	10.3	0.2	1.4
Other Foundations	68.7	35.5	25.9	4.8	0.4	9.2	7.9	0.3	6.7	9.0	0.1	0.0
Educational Psychology-Behavior	62.2	37.0	27.8	9.3	1.0	4.7	5.1	2.3	2.1	9.5	0.3	1.3
Educational Psychology Measurement	54.7	47.5	22.7	2.4	0.2	5.3	4.0	0.5	4.2	13.2	0.0	0.2
Methods - General	73.6	19.0	19.2	9.4	4.3	10.9	12.1	3.5	2.9	5.3	3.3	10.5
Methods - Special Area	56.3	29.7	23.1	7.8	3.9	12.3	5.3	4.3	3.2	7.6	1.4	1.4
Student Teaching General	291.0	0.5	1.8	5.7	0.6	1.2	2.1	2.5	0.2	4.7	78.2	2.4
Student Teaching Special Area	329.5	1.2	2.2	11.7	0.5	0.5	3.3	3.6	0.7	7.8	64.1	4.3
Other	53.7	29.2	25.0	7.4	2.4	5.4	3.2	5.2	4.1	8.9	4.5	4.7

Educational Psychology courses also show a pattern which required that prospective teachers spend most of their time in lecture, discussion, and independent work. Educational Psychology classes which were behavior oriented (as opposed to measurement oriented) reported that students in a typical course spent 37.0 percent of their time in lecture, 27.8 percent of the time in discussion, 9.5 percent of the time doing independent study, but 9.3 percent of the time was also spent observing. Less time (2.4 percent) was spent observing for students in measurement oriented Educational Psychology classes, but slightly more time was spent in independent work (13.2 percent). In addition, in measurement oriented Educational Psychology classes over twice as much time was spent in lecture as in discussion (47.5 percent and 22.7 percent respectively).

As might be expected, slightly less time was required of students in lecture and discussion activities in typical methods courses, but greater emphasis was placed on laboratory and clinical work. In methods courses for general grade levels the percentages of time estimated in lecture, discussion, observation, laboratory work and clinical work were 19.0 percent, 19.2 percent, 9.4 percent, 10.9 percent, and 12.1 percent respectively. In methods courses in specialized areas, slightly more emphasis was placed on lecture and discussion activities (29.7 percent and 23.1 percent respectively).

Both categories of Student Teaching courses reported that slightly over 2.0 percent of a student's time was spent in combined lecture and discussion activities. As expected, almost all of a student's time in a typical Student Teaching course was spent in practice teaching. Student Teaching courses for general grade levels reported 78.2 percent of a student's time was typically spent practice teaching. In both categories of Student Teaching a student spent very little time in types of learning activities other than practice teaching, although slightly

more time was spent observing and in independent work than in the remaining activities. Remember, however, that the percentages were calculated to provide relative comparisons. The mean number of hours in a typical Student Teaching course was so much greater than the mean number of hours in all other categories of courses that the "absolute" hours engaged in the various learning activities other than practice teaching may not have varied much from other types of courses.

Locations where learning experiences were typically provided were also examined by type of course. The mean, median, mode, minimum, maximum and standard deviation for the number of hours in each of the four locations examined in this study are presented for each type of course in Table 41. As was done previously, the mean number of hours in each location for each type of course was divided by the mean number of total hours in the respective course category to determine the relative percentage of time spent in the various locations.

The estimated percentages of time prospective teachers spent in identified locations by category of course are shown in Table 42. It is important to note that not all courses in each category required some time in each of the four identified locations, but when the time in each location is averaged for all courses it appears that all locations are used, perhaps slightly, by all courses in each course category. This situation is illustrated by the first category, Principles of Education/Introduction to Education. Table 42 shows that students in this course category typically spent 5.0 percent of their time in cooperative teacher centers. In reality, only a few Principles/Introduction courses may have used this location, but the cooperative teacher center is represented for all courses.

It is not surprising that Table 42 shows that in all course categories except for Student Teaching prospective teachers spent a majority of their

Table 41

NUMBER OF CLOCK HOURS IN IDENTIFIED LOCATIONS BY CATEGORY OF COURSE

Type of Course		On-Campus	In Elem. or Secon. School	Cooperative Tchr. Center	Other
Principles/ Introduction	Mean	35.0	18.7	3.0	0.9
	Median	33.4	9.8	0.1	0.1
	Mode	20.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	140.0	120.0	56.0	60.0
	Std. Dev.	18.7	24.7	9.6	6.2
History/ Philosophy	Mean	45.2	2.2	1.5	0.4
	Median	44.3	0.1	0.0	0.0
	Mode	30.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	126.0	30.0	135.0	35.0
	Std. Dev.	19.1	6.1	12.1	3.1
Other Foundations	Mean	47.5	9.3	2.5	8.2
	Median	39.9	0.2	0.2	1.4
	Mode	32.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	250.0	96.0	115.0	200.0
	Std. Dev.	35.6	22.8	13.7	35.4
Educ. Psychology (Behavior)	Mean	47.6	9.9	2.1	1.9
	Median	44.8	2.9	0.0	0.1
	Mode	48.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	320.0	96.0	156.0	100.0
	Std. Dev.	25.8	15.7	12.4	11.4
Educ. Psychology (Measurement	Mean	47.6	1.9	0.4	4.6
	Median	42.5	0.1	0.1	0.3
	Mode	40.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	158.0	35.0	15.0	90.0
	Std. Dev.	23.6	6.1	2.3	18.4

Table 41 continued on next page

Table 41 (Continued from proceeding page)

NUMBER OF CLOCK HOURS IN IDENTIFIED LOCATIONS BY CATEGORY OF COURSE

Type of Course		On-Campus	In Elem. or Secon. School	Cooperative Tchr. Center	Other
Methods - General	Mean	40.8	24.1	4.5	3.3
	Median	35.3	9.5	0.1	0.1
	Mode	0.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	266.0	450.0	134.0	175.0
	Std. Dev.	33.3	58.5	17.2	18.0
Methods - Special Area	Mean	42.6	7.8	3.5	1.4
	Median	35.8	0.3	0.1	0.0
	Mode	20.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	512.0	100.0	125.0	125.0
	Std. Dev.	36.5	15.1	14.4	8.1
Student Teaching - General	Mean	9.4	225.6	50.1	5.4
	Median	0.3	250.3	0.6	0.1
	Mode	0.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	360.0	600.0	640.0	340.0
	Std. Dev.	31.2	146.2	143.3	38.4
Student Teaching - Special Area	Mean	38.5	241.8	39.2	9.6
	Median	0.4	239.8	0.3	0.3
	Mode	0.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	921.0	600.0	520.0	300.0
	Std. Dev.	138.6	173.5	100.5	42.0
Other	Mean	36.1	11.0	3.3	2.5
	Median	38.5	0.2	0.1	0.0
	Mode	0.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	330.0	200.0	70.0	162.0
	Std. Dev.	29.4	29.2	11.3	13.4

Table 42

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS SPEND IN IDENTIFIED LOCATIONS BY CATEGORY OF COURSE

Course Classification	Mean Number of Hours in a Curriculum	On-Campus %	In Elementary or Secondary Schools %	Cooperative Teacher Center %	Other %
Principles/ Introduction	58.5	59.8	32.0	5.0	1.5
History/ Philosophy	49.5	91.3	4.4	3.0	0.8
Other Foundations	68.7	69.1	13.5	3.6	11.9
Educational Psychology - Behavior	62.2	76.5	15.9	3.4	3.1
Educational Psychology - Measurement	54.7	87.0	3.5	0.7	8.4
Methods - General	73.6	55.4	32.7	6.1	4.5
Methods - Special Area	56.3	75.7	13.9	6.2	2.5
Student Teaching - General	291.0	3.2	77.5	17.2	1.9
Student Teaching - Special Area	329.5	11.7	73.4	11.9	2.9
Other	53.7	67.2	20.5	6.1	4.7

time receiving instruction on campus. There are major variations in the percentage of time on campus, however, among the different types of courses. Principles of Education/Introduction to Education courses, for example, report that students typically spent 59.8 percent of their time on campus in this type of course, but also spent 32.0 percent of their time in elementary or secondary schools. This suggests that there is an attempt to expose prospective teachers to actual classroom situations early in the General Professional Education sequence.

The highest percentage of time estimated for on-campus instruction in the different course categories is for History of Education/Philosophy of Education courses, 91.3 percent, but even in this category some time, 4.4 percent, is reported for elementary and secondary schools. The percentages of time students typically spent receiving instruction on campus in the remaining categories of courses except Student Teaching, are, in descending order, 87.0 percent for measurement oriented Educational Psychology courses, 76.5 percent for behavior oriented Educational Psychology courses, 75.7 percent for specialized methods courses, 69.1 percent for Other Foundations courses, 67.2 percent in Other, unspecified courses, and 55.4 percent for general Methods courses. In all categories of courses a student's remaining time was spent in elementary or secondary schools or to a lesser extent in cooperative teacher centers or in "other" locations.

The two categories of Student Teaching courses provide exceptions to the generalization that a majority of a student's time was spent on campus. Student Teaching courses for general grade levels report only 3.2 percent of a student's time on campus, 77.5 percent of a student's time in elementary or secondary schools, and 17.2 percent of a student's time in cooperative teacher centers. Student teaching courses in specialized areas report a similar pattern. Prospective teachers

typically spent 11.7 percent of their time on campus, 73.4 percent of their time in elementary or secondary schools, and 11.9 percent of their time in cooperative teacher centers.

The information in Table 42 together with the information previously reviewed regarding the percentage of time typically spent by prospective teachers in the identified learning experiences (Table 40) suggest that the General Professional Education Studies component of the typical teacher preparation curriculum begins with lecture and discussion activities on campus. There seems to be an attempt, however, to expose prospective teachers early in the sequence to actual elementary or secondary school experiences. The remaining instruction, except for the Student Teaching experience, emphasizes lecture and discussion activities with some further observation, laboratory work, and clinical work, most of which is on campus. Finally, prospective teachers are provided with a heavy dose of practice teaching in elementary or secondary schools which may or may not be part of a cooperative teacher center. This pattern, it is assumed, is not surprising to persons familiar with the preparation of teachers, but it is important to remember that what has been identified as common or typical does not address that which is innovative, creative or experimental.

VIII. SUMMARY AND CONCLUSIONS

The major purpose of this study was to provide a current, descriptive data base regarding teacher education in Illinois which could be used to assess present Illinois Office of Education policies as well as suggest how services and resources might be better provided. It was also expected that dissemination of the information obtained would enhance communication among teacher education institutions in regard to available curriculum options throughout the state. Furthermore, it was hoped that the results of the study would not only help inform those interested in teacher education about current training practices being utilized in Illinois, but that the information would also allow a teacher education institution to compare and contrast its curriculum profiles with those of other institutions.

Information regarding the basic structures and characteristics of teacher preparation curricula in Illinois was collected. Specific questions to be answered by this study included the following:

1. What criteria for selection and retention of prospective teachers are used? Do they differ for students in the various types of teacher education curricula?

2. Who are the personnel involved in planning or providing learning experiences for prospective teachers? What special experiences, if any, are provided? How are prospective teachers evaluated?

3. How does the duration and location of the student teaching experience differ among types of teacher education curricula? How are college supervisors and practicing cooperating teachers chosen and/or trained?

4. What are the basic credit hour requirements among the various curricula? How do requirements differ in the area of general education, professional education, and area of specialization and concentration?

5. What type of learning experiences are provided for in the teacher training sequence? How much time is spent in the various experiences, and where are they provided?

6. Do the characteristics of teacher preparation curricula differ significantly by type of institutional control (public vs. private) or by size of institution?

A two-part survey was conducted during the 1974-75 academic year to collect the desired data for this study. The first part required administrators of teacher preparation programs to identify the number and types of distinct teacher preparation curricula at their respective institutions. The second part required that personnel responsible for each curriculum identified complete a survey questionnaire designed to obtain descriptive data about their respective curricula.

The data collection process employed in this study required that respondents make important decisions regarding: (1) the identification and classification of teacher preparation curricula, and (2) the identification and estimation of "typical" patterns of instruction received by prospective teachers. While every effort was made to reduce error and improve the probability of obtaining accurate information, it is important to note that respondents were required to make judgments regarding the nature of particular parts of their respective curricula. Limitations of the study, therefore, were due mostly to the "self-report" nature of the information provided.

The basic unit of analysis in this study was the curriculum. A total of 227 distinct educational curricula were identified for the 61 institutions in Illinois which prepare teachers. Completed survey instruments were received for 220 curricula or 96.9 percent.

A number of different approaches were employed in the analysis of the data. All data were first analyzed by type of educational curriculum, by type of institutional control, and by size of institution offering the curricula. "Size" of institution was determined by the number of teachers prepared annually by each

institution. The categories of curricula and the number of curricula in each category were as follows:

Educational Curricula:

Type	Number
1. Elementary Education	65
2. Secondary Education	67
3. Educational Specialist (K-12)	35
4. Special Education	34
5. Early Childhood Education	9
6. Junior High School	2
7. Ungraded Specialist	8

Institutional Control:

Type	Number
1. Public	68
2. Private	152

Size of Institution:

Type	Number
1. Small	93
2. Medium	55
3. Large	72

Further analyses were performed on part of the data which identified the types of learning experiences required of prospective teachers in the Professional Education component of the teacher preparation curriculum. In addition to analyzing these data by type of educational curricula, type of control, and size of institution, the data were also analyzed by type of curriculum instruction and by type of course. The categories of curriculum instruction and the number of curricula in each category were as follows:

Type of Curriculum Instruction	Number
1. Traditional Curricula	63
2. Cooperative Teacher Center Based Curricula	16
3. Performance/Competency Based Curricula	26
4. Experimental Curricula	3
5. Combinations	103

The types of courses and number of courses in each category were as follows:

Type of Course	Number
1. Principles/Introduction To Education	117
2. History and Philosophy of Education	142
3. Other Foundations Courses	73
4. Educational Psychology - Behavior Oriented	272
5. Educational Psychology - Measurement Oriented	48
6. Methods - General	171
7. Methods - Specialized	424
8. Student Teaching - General	165
9. Student Teaching - Specialized	54
10. Other Courses	206

All the data were further analyzed using sub-groups of curricula from public institutions and from private institutions. Within each group of curricula from public institutions and from private institutions curricula were further categorized by highest level of degree offered in education at their respective institutions. The six resulting categories of curricula were as follows:

public - bachelor's	private - bachelor's
public - master's	private - master's
public - doctor's	private - doctor's

It was determined through a series of regression analyses that a very high degree of association existed between the six categories of curricula identified above and the number of teachers prepared by institutions. The resulting relationship (R) was .88 and R^2 was .77. Private institutions offering no more than a bachelor's degree in education prepared the fewest number of teachers. Public institutions offering a doctorate in education prepared the largest number of teachers.

Selection and Retention of Prospective Teachers

Data regarding the selection and retention of prospective teachers were collected for this study, as stated earlier, to determine what criteria were used and to determine if the criteria differed for students in the various categories of curricula. It was determined that four criteria for selection were used most often by all curricula: (1) formal application (72.3 percent), (2) grade point average (70.9 percent), (3) minimum number of credit hours earned (52.7 percent), and (4) personal interview (51.4 percent). Three criteria, personal interview, committee approval, and letters of recommendation, were used by a relatively high percentage of curricula from smaller, private institutions. Almost fifty-seven percent (56.6) of curricula from private institutions used personal interviews while 39.7 percent of curricula from public institutions used them. The percentage of curricula from private institutions using committee approval was 53.9 percent; from public institutions, 38.2 percent. Letters of recommendation were used by 44.1 percent of the curricula from private institutions but by only 25.0 percent of curricula from public institutions.

Approximately 11.4 percent of all curricula indicated that enrollment was open and no specific admission or selection requirements were imposed once students were admitted to the college or university.

For most curricula (85.9 percent), all applicants who applied and who met minimum standards were admitted. The few curricula which did limit enrollment were generally from large, public institutions.

Only one criterion for retention of prospective teachers in the teacher preparation curricula was used by almost all respondents; 89.1 percent of the curricula used grade point average in all classes. Other retention criteria used by a relatively high percentage of all curricula were: (1) grade point average in

teacher education courses (48.2 percent), (2) evidence of good character or social standing (45.0 percent), and (3) demonstration of progress toward successful completion of curriculum requirements (45.0 percent). No obvious pattern emerged among the different educational curricula concerning the use of identified criteria for retention. Substantial differences were observed for two criteria among curricula from the larger, public institutions and the smaller, private institutions. Over half (57.9 percent) of the curricula from private institutions used minimum grade point average in teacher education courses as a criterion for retention, but only 26.5 percent of the curricula from public institutions used this criterion. Evidence of good character was used by 51.3 percent of the curricula from private institutions but by only 30.9 percent of the curricula from public institutions.

In almost all educational curricula, regardless of institutional control, and regardless of the size of institutions offering the various curricula, the number of students applying, accepted, and finishing teacher preparation curricula during the last three years has declined. The most noticeable exceptions were for curricula in Special Education and for Ungraded Specialists. Also, for almost all curricula, the number of students finishing or completing the teacher preparation sequence was declining at a faster rate than the number applying. The rate of decrease in the number of students finishing teacher preparation curricula was greater for curricula at large, public institutions (22.8 percent) than for curricula at small, private institutions (11.8 percent). Finally, public institutions prepared a far greater number of students per curriculum than did private institutions. The mean and median numbers of students prepared per curriculum from public institutions were 148.6 and 50.2, respectively, while the mean and median numbers of students prepared per curriculum from private institutions were 30.6 and 22.3, respectively.

Selected Teacher Preparation Curriculum Characteristics

Selected characteristics regarding the teacher preparation curriculum were identified during the planning stages of this study as being particularly important by the education profession. Parts of the survey instrument were designed, therefore, to obtain information which was relevant for answering questions regarding these characteristics. The general questions, stated earlier, concern the involvement of personnel in teacher education, the evaluation of prospective teachers, the provision of special learning experiences regarding minority group and sex bias in education, and a description of the type and quantity of instruction.

The first question regarding personnel asked respondents to indicate who was directly involved in providing educational and instructional experiences apart from the student teaching experience. Approximately two-thirds of all respondents indicated that practicing school teachers (70.9 percent) and school administrators in elementary or secondary school systems (60.9 percent) were involved in planning or providing educational experiences apart from the student teaching experience. College or university faculty not associated with the Department or College of Education were also involved in over two-thirds of all curricula (72.7 percent). Only about half of all curricula (53.6 percent) reported that students enrolled in the teacher education curriculum were involved in planning or providing educational experiences. Fewer still (about one-fourth of all curricula) reported that other community members were involved in the teacher education curricula.

Of those curricula which involved practicing school teachers in planning or providing educational or instructional experiences, most (44.1 percent) indicated that practicing teachers provide opportunities for participation by prospective teachers, although 27.6 percent indicated that practicing school teachers were members of teacher planning teams or advisory committees.

Administrators involved in the teacher preparation curricula were used primarily in administrative capacities (51.6 percent), but 21.8 percent of the curricula involving administrators indicated that the administrators were used in an advisory or consultative capacity. College or university faculty members not associated with the Department or College of Education were involved in the teacher education curricula primarily as instructors in the cognate fields, but some curricula (14.0 percent) involved these faculty members on teacher education councils or committees.

Although community members and students enrolled in the teacher preparation curricula were not often used in planning or providing educational experiences, when used they served as members of teacher education advisory committees. Community members were also used as resource persons in various education courses.

A very high percentage of all curricula (90.9 percent) indicated that education faculty do not teach in elementary or secondary schools as a formal requirement of their regular faculty assignment. Of the 8.2 percent of the curricula which indicated that education faculty do assume the duties of a full-time instructor at the elementary or secondary level, most reported that faculty teach at least one course each semester or quarter. It was also indicated that over half of all curricula (57.7 percent) involve prospective teachers at the elementary or secondary classroom level before their junior year in college.

Standard assessment measures used by individual instructors (exams, papers, etc.) to evaluate a student's progress or level of achievement prior to the student teaching experience were used by 85.9 percent of all curricula. In addition to standard assessment measures, however, a relatively high percentage of all curricula (69.1 percent) reported that personal interviews by college or department teacher education committees were also used. Performance based criteria were used to

evaluate a student's progress by 33.6 percent of all curricula, but 44.1 percent of the curricula at private institutions used performance based criteria. A little over one-third (36.4 percent) of all curricula used institutionally developed evaluation instruments.

A relatively high percentage of curricula indicated that institutionally developed instruments (53.6 percent) or personal interviews (23.2 percent) were used as evaluation techniques to follow up on employed teachers. This suggests that possibly half of all teacher preparation curricula conduct some kind of follow-up evaluation on teachers graduated from their respective programs.

Most respondents indicated that course instructors (97.9 percent of all curricula), practicing school teachers (79.1 percent of all curricula), college or department teacher education committees (65.9 percent of all curricula), and the prospective teacher (62.7 percent of all curricula) are directly involved in the evaluation of prospective teachers.

Over half (51.8 percent) of all respondents reported that the teacher preparation curriculum included required experiences which were designed specifically to prepare the prospective teacher to be aware of and sensitive to the individual educational needs of minority, culturally deprived, and economically disadvantaged students. A much higher percentage of curricula from public institutions (69.1 percent) provided special experiences than from private institutions (44.1 percent). Only 28.2 percent of all respondents reported that the teacher preparation curriculum included required experiences which were designed specifically to prepare the prospective teacher to be aware of needs to reduce sex bias in educational practices.

While a little over one-fourth (26.4 percent) of all respondents indicated that there is no flexibility in the professional education component of the teacher preparation curriculum (all courses were specified and the sequence was predetermined),

more (38.2 percent) suggested that the professional courses or experiences were specified, but the sequence varied.

A very high percentage of respondents (85.9 percent) categorized their respective curricula as traditional in nature. Only 30.5 percent of all curricula were identified as being wholly or partially Cooperative Teacher Center based. Elementary Education curricula and Early Childhood Education curricula were more frequently reported to have Cooperative Teacher Center based programs than were the other categories of educational curricula. Cooperative Teacher Center Based programs were also more evident for curricula from the larger public institutions. One-fourth (25.0 percent) of all curricula were identified as being wholly or partially PBTE-CBTE programs. Special Education curricula reported a significantly higher percentage of PBTE-CBTE programs than other categories of educational curricula. More PBTE-CBTE were also reported among curricula from the larger public institutions. A very small percentage of all curricula (3.6 percent) were identified as being experimental in nature.

The mean number of semester credit hours required by all curricula in the area of Professional Studies in the Field of Specialization (36.6) was reported to be higher than the mean number of credit hours required in General Professional Education (26.7), but less than the mean number of credit hours required in General Education (57.3). When asked how the sequence of courses for meeting credit hours requirements might be altered (if at all), relatively few respondents indicated that the sequence of courses could be varied. Only 12.7 percent indicated that students could demonstrate competency, pass standard exams or show equivalency work and then choose alternate course work.

When the number of full-time faculty involved in educational curricula was examined, the mean number of faculty was 9.1 and the median number was 4.9. In fact, for most

categories of educational curricula (Early Childhood Education, Ungraded Specialist, and Junior High School being the exceptions), the mean was larger than the median. This situation indicates that the distribution of numbers representing full-time faculty is somewhat skewed. While the mean number of faculty did not vary considerably among the different types of education curricula, the lowest means were reported for Early Childhood Education (6.0) and Ungraded Specialist curricula (4.7). A pattern appeared when the means and medians of full-time faculty were examined by type of institutional control and by size of institution offering the curricula. Both the mean and median were considerably larger for curricula from the larger, public institutions. The range of full-time faculty for all curricula was from zero (0.0) to 82.0. The fact that some curricula reported that no full-time faculty were involved in the preparation of teachers suggests that the teacher preparation curricula were staffed entirely by part-time faculty -- faculty who may have been formally assigned to college departments other than education.

The final basis for comparing the number of faculty involved in various teacher preparation curricula was the number of full-time equivalent (FTE) faculty. The mean FTE faculty for all curricula was 9.6 -- almost twice as high as the median (5.0), and over three times greater than the mode (3.0). The highest means reported among the different educational curricula were for Secondary Education (11.7) and Junior High School (12.0). The lowest means were for curricula in Special Education (6.3), Early Childhood Education (4.5), and Ungraded Specialists (3.3). It is noteworthy that the highest medians reported for FTE faculty, with the exception of Junior High School curricula, were in Elementary Education curricula and curricula for Educational Specialists.

The Student Teaching Experience

Few professional teacher educators deny the significance of the student teaching experience as part of the professional preparation of teachers. Consequently, information regarding the location and time frame of the student teaching experience and information regarding the personnel directly involved with the prospective teacher during this experience were collected. Specific questions, identified earlier, were directly related to how college supervisors and practicing cooperating teachers were chosen and/or trained.

As expected, most curricula reported that the student teaching experience was an off-campus, full-time experience. Only 8.6 percent of the respondents indicated that student teaching was on-campus, although curricula from public institutions used on-campus locations less than curricula from private institutions (2.9 percent and 11.2 percent, respectively). The highest percentage of curricula in any of the educational categories reporting on-campus locations was for Early Childhood Education (33.3 percent).

Student teaching experiences for most curricula (86.4 percent) provided full-time experiences or work loads. In most cases, curricula required a student teaching experience of 10 or 11 weeks, 5 days a week, and 6 or 7 hours a day. Some curricula, however, required extended student teaching experiences. Most of the extended student teaching experiences were part-time experiences which required prospective teachers to student teach 1 or 2 days a week for as many as 54 weeks.

To compare the duration of the student teaching experiences the number of weeks, days per week, and hours per day were multiplied to obtain the "total hours" of student teaching for each curriculum. It was determined that some prospective teachers spent as few as 150 hours while others spent as many as 1260

hours student teaching. The mean number of hours for all curricula was 374.7. The median was 359.7.

A very high percentage of all curricula (93.2 percent) placed student teachers in public schools. Less than two-thirds of all curricula (61.8 percent) placed students in private schools. Only 42.6 percent of the curricula from public institutions, however, used private schools to place student teachers while 70.4 percent of the curricula from private institutions used private schools. Only 5.5 percent of all curricula used campus laboratory schools to place student teachers while fewer still used various other types of institutions.

Many curricula (40.9 percent) indicated that some kind of internship program, apart from student teaching, was in operation. It was determined that most of these programs were pre-student teaching practicum experiences -- usually on a part-time basis, but while 61.8 percent of the curricula from public institutions offered such experiences, only 31.6 percent of the curricula from private institutions did.

Personnel hired by colleges and universities to periodically visit and check the progress of student teachers were identified as college or university supervisors in this study. Information collected regarding supervisor background revealed that supervisors with training in education and in the area of specialization of assigned student teachers were used by 71.8 percent of all curricula. Only 23.2 percent of all curricula indicated that supervisors were from the student teacher's major academic area, not from a college or department of education. Another 30.5 percent of all curricula indicated that supervisors with training in education, but not necessarily in the area of specialization of assigned student teachers, were used. Over 90.0 percent of all curricula,

however, reported that more than half of the supervisors had at least a master's degree plus considerable additional credits.

The number of student teachers assigned to each full-time equivalent supervisor varied considerably among the different educational curricula and especially among the curricula from private institutions. The most frequent number of students assigned to each full-time equivalent supervisor reported for curricula from private institutions (28.9 percent of the curricula) was from 6 to 10. Over 50 percent of the curricula from large institutions, however, reported that 16-25 student teachers were assigned per supervisor.

Almost half (45.9 percent) of all curricula indicated that no formal training or special training beyond requirements for degrees attained was conducted for college or university supervisors. This was especially true for curricula from small institutions (64.5 percent). Only 2.7 percent of all curricula indicated that a formal course on the supervision of student teachers was conducted to train supervisors.

Most respondents (60.9 percent) indicated that supervisors in their respective curricula visited student teachers once every two weeks, and this percentage did not vary significantly among the different categories of curricula.

Full-time teachers in the school districts assigned to work with student teachers were identified as cooperating teachers in this study. A number of questions regarding requirements for becoming a cooperating teacher, matching or assigning cooperating teachers and student teachers, training for cooperating teachers, payments to cooperating teachers, and benefits provided for cooperating teachers were raised.

Most curricula indicated that cooperating teachers must meet specific requirements. The most frequent requirements were that the cooperating teacher: (1) possess a degree (55.5 percent required a bachelor's degree and 34.5 percent required a master's degree), (2) have taught a minimum number of years (68.2 percent), (3) have a major in the teaching area supervised (57.3 percent), and (4) currently be teaching in the same area of specialization or teaching field of assigned student teachers (71.8 percent). Except for possessing a bachelor's degree (as opposed to a master's degree), the percentage of curricula requiring the above standards was higher for curricula from the larger, public institutions than from the smaller, private institutions.

Principals in cooperating schools assigned or matched the student teacher and cooperating teacher for 50.0 percent of all curricula. Less than half of all curricula (43.2 percent) indicated that the director of student teaching assigned student teachers and cooperating teachers.

Cooperating teachers were trained in a number of ways. Over eighty percent (80.9 percent) of all curricula indicated that written materials, such as student teaching handbooks, were sent to cooperating teachers. Small seminars were conducted for cooperating teachers by 57.7 percent of all curricula. Four training techniques used by all curricula—formal courses (20.0 percent), workshops (22.3 percent), small seminars (57.7 percent), and conferences (15.5 percent)—were used by a higher percentage of curricula from public institutions than from private institutions.

When examining payments and benefits provided to cooperating teachers, it was determined that 26.8 percent of all curricula make no payments. Many, however, (42.3 percent) provide free tuition for college courses. The percentage of curricula providing free tuition was very high for curricula from public institutions (75.0 percent) and from large institutions (70.8 percent). Library

privileges and free consultation service were also provided by a relatively high percentage of all curricula.

The Learning Experience Matrix

In an effort to provide descriptive data regarding the nature of instruction in teacher preparation curricula, part of this study was designed specifically to: (1) identify the types of learning experiences provided in the General Professional Education Studies component of the teacher education curricula, (2) identify the locations in which learning experiences typically occurred, and (3) determine the estimated total number of hours a prospective teacher was engaged in each type of learning experience and each location identified. Respondents recorded all data on a Learning Experience Matrix.

For all curricula, the mean number of clock hours required in the General Professional Educational Studies component of the teacher preparation sequence was 719.4, and the median was 630.0. Curricula from public institutions had a higher mean than curricula from private institutions (844.4 and 662.5 respectively), and the mean calculated for curricula from large institutions (794.9) was somewhat higher than the mean for medium-sized institutions (697.3) and small institutions (676.2). This same pattern was reflected by the median number of clock hours in each curriculum category.

Those curricula which prepared teachers to serve the youngest students (Special Education, Elementary Education, and Early Childhood Education) had higher means than those curricula which, for the most part, prepared teachers to serve older students (Secondary Education, Educational Specialists, Junior High School, and Ungraded Specialists).

Of the total amount of time reported for the General Professional Education Studies component of the teacher preparation program, for all curricula taken

together, a prospective teacher typically spent one-third (33.2 percent) of his or her time practice teaching. Another third of the time a candidate was engaged in lecture or discussion type learning experiences with the two activities occupying about equal time (17.8 percent for lecture and 15.2 percent for discussion). The final third of a prospective teacher's time was distributed among various other types of learning experiences. Observation activities accounted for 8.2 percent of the time, and independent work accounted for another 7.0 percent. A prospective teacher spent a little over 10 percent of his or her time in microteaching activities, laboratory work, and clinical work (1.7 percent, 4.8 percent, and 4.4 percent respectively.) There was little variation in this general pattern among the different categories of curricula. No major differences were evident for curricula from private or public institutions, for curricula from the different-sized institutions, or for the different educational curricula.

Prospective teachers typically spent a little over half of their time (approximately 53 percent) during the General Professional Education Studies component of the teacher preparation curriculum in local school systems. Some curricula utilize formal cooperative teacher centers for field-based learning experiences. Large, public institutions support more curricula which use cooperative teacher centers as a location for training than do private institutions or small to medium-sized institutions. In addition, Elementary Education curricula, Special Education curricula, and Early Childhood Education curricula use cooperative teacher centers as a location for training more frequently than do other types of educational curricula.

Five additional categories of curriculum instruction were used to analyze the data reported on the Learning Experience Matrix: (1) traditional, (2) PBTE/CBTE, (3) cooperative teacher center based, (4) experimental, and (5) "combinations" of the first four types of instruction. It was intially expected that most curricula would be identified as traditional. Less than one-third were so classified, however, which suggests that curricula in the traditional category (lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction) were not necessarily typical. A "typical" curriculum included not only traditional modes of instruction, but it might also include elements of performance based instruction, instruction in a cooperative teacher center, or possibly even experimental components.

Since the different categories of curriculum instruction were presumably based upon different types of instructional patterns, it was expected that major differences in the percentage of time engaged in various types of learning experiences would be revealed. While some differences were evident, however, the general pattern for four of the five categories varied only slightly. Experimental curricula, of which there were only 3, showed the greatest variation.

Traditional curricula, cooperative teacher center based curricula, PBTE/CBTE curricula, and curricula which were combinations, all indicated that approximately one-third of a student's time was spent in lecture and discussion. The experimental curricula, on the other hand, indicated that about one-sixth of a student's time (about 16 percent) was spent in lecture and discussion. Experimental curricula also reported a much smaller percentage of time spent in observation, 2.8 percent as opposed to 7 to 9 percent for the other categories of curricula.

Low percentages of time were reported for all curricula for microteaching, laboratory work, and clinical work. PBTE/CBTE curricula reported the highest percentage of time for laboratory work (6.9 percent), and the experimental curricula reported no time spent in laboratory work. Cooperative teacher center based curricula reported the highest percentage of time for students engaged in clinical work, 8.7 percent, which was twice as high as the percentage reported for curricula which were combinations (4.4 percent), the next highest percentage reported for this learning experience.

Practice teaching required a relatively high percentage of a prospective teacher's time in all categories of curriculum instruction. Traditional curricula reported the highest percentage for this learning experience, 39.9 percent. It is interesting to note that the lowest percentage of time for this learning experience (20.7 percent) was for cooperative teacher center based curricula.

As stated previously, it was expected that an analysis of the data on the Learning Experience Matrix using categories of curriculum instruction would reveal marked differences in the percentage of time prospective teachers in each type of curriculum received instruction in identified learning experiences and in different locations. Except for differences due to the process of defining and categorizing the curricula, however, few major variations in the pattern of instruction were identified.

Data on the Learning Experience Matrix was also analyzed by type of course provided during the General Professional Education component of the teacher preparation curriculum. The range in the mean number of hours in each type of course (identified earlier) was from 49.5 for History and Philosophy of Education courses to 73.6 for General Methods courses (excluding Student

Teaching classes). The means reported for the two categories of student teaching were considerably higher, 291.0 for general Student Teaching courses and 329.5 for student teaching in specialized areas. While the medians were somewhat less than the means in each course category, the same pattern in the range of hours was evident.

In most types of education courses, student teaching courses being the exceptions, prospective teachers spent a majority of their time in lecture and discussion activities. Some interesting variations regarding this generalization, however, were revealed. In Principles of Education/Introduction to Education courses, prospective teachers typically spent one-fourth of their time (24.6 percent) listening to lectures, one-fourth of their time (26.2 percent) engaged in discussions, one-fourth of their time (24.1 percent) observing, and another fourth of their time participating in the other identified learning experiences. Students in History/Philosophy of Education courses, on the other hand, spent about 40.6 percent of their time listening to lectures, 39.6 percent of their time in discussion, about 10.3 percent of their time doing independent work, and the final 10 percent of their time in other various learning activities. In "other" Foundations courses the general pattern identified was somewhat similar to that for History/Philosophy courses, but there was slightly less time spent in discussion activities.

Educational Psychology courses also showed a pattern which required that prospective teachers spend most of their time in lecture, discussion, and independent work. Educational Psychology classes which were behavior oriented (as opposed to measurement oriented) reported that students in a typical course spent 37.0 percent of their time in lecture, 27.8 percent of the time in discussion, 9.5 percent of the time doing independent study, but 9.3 percent of the time was also spent observing. For students in measurement oriented Educational Psychology classes, less time (2.4 percent) was spent observing, but slightly more time was spent in independent work (13.2 percent).

Less time was required of students in lecture and discussion activities in typical methods courses, but greater emphasis was placed on laboratory and clinical work. In methods courses for general grade levels the percentages of time estimated in lecture, discussion, observation, laboratory work and clinical work were 19.0 percent, 19.2 percent, 9.4 percent, 10.9 percent, and 12.1 percent respectively. In methods courses in specialized areas, a greater proportion of time was devoted to lecture and discussion activities (29.7 percent and 23.1 percent respectively).

Both categories of Student Teaching courses reported that slightly over 2.0 percent of a student's time was spent in combined lecture and discussion activities. Almost all of a student's time in a typical Student Teaching course was spent in practice teaching. Student Teaching courses for general grade levels reported 78.2 percent of a student's time was typically spent practice teaching.

In all course categories except for Student Teaching, prospective teachers spent a majority of their time receiving instruction on campus. There were major variations in the percentage of time on campus, however, among the different types of courses. Principles of Education/Introduction to Education courses, for example, reported that students typically spent 59.8 percent of their time on campus in this type of course, but also spent 32.0 percent of their time in elementary or secondary schools. This suggests that there was an attempt to expose prospective teachers to actual classroom situations early in the General Professional Education sequence.

The highest percentage of time estimated for on-campus instruction in the different course categories was for History of Education/Philosophy of Education courses, 91.3 percent, but even in this category some time, 4.4 percent, was reported spent in elementary and secondary schools. The percentages of time students

typically spent receiving instruction on campus in the remaining categories of courses, except Student Teaching, in descending order were 87.0 percent for measurement oriented Educational Psychology courses, 76.5 percent for behavior oriented Educational Psychology courses, 75.7 percent for specialized methods courses, 69.1 percent for Other Foundations courses, 67.2 percent in "other," unspecified courses, and 55.4 percent for General Methods courses. In all categories of courses a student's remaining time was spent in elementary or secondary schools or to a lesser extent in cooperative teacher centers or in "other" locations.

The two categories of Student Teaching courses provide exceptions to the generalization that a majority of a student's time was spent on campus. Student Teaching courses for general grade levels reported only 3.2 percent of a student's time on campus, 77.5 percent of a student's time in elementary or secondary schools, and 17.2 percent of a student's time in cooperative teacher centers. Student teaching courses in specialized areas report a similar pattern.

The information regarding location of training together with the information regarding the percentage of time typically spent by prospective teachers in identified learning experiences suggest that the General Professional Education Studies component of the typical teacher preparation curriculum begins with lecture and discussion activities on campus. There seems to be an attempt, however, to expose prospective teachers early in the sequence to actual elementary or secondary school experiences. The remaining instruction, except for the Student Teaching experience, emphasizes lecture and discussion activities with some further observation, laboratory work, and clinical work, most of which is on campus. Finally, prospective teachers were provided with an extensive amount of practice teaching in elementary or secondary schools which may or may not be a part of a cooperative teacher center.

Conclusions

The purpose of this study was to help describe the nature of teacher preparation curricula in Illinois. While some patterns were identified, however, a single profile of what exists was not. It was determined that teacher education in Illinois was characterized by diversity in most respects. While basic components were identified for all curricula, there was much variability in the characteristics and practices employed in each component. Some expected differences were observed among the various types of educational curricula, but curricula offered by the larger, public institutions differed in many respects from curricula offered by the smaller, private institutions.

A few selection and retention criteria were used by a majority of the teacher education curricula, but no single criterion was used by all curricula. In addition, the same criteria were not often used by all curricula of the same type or category. This diversity was also evident when selected characteristics of the teacher education curricula were examined. The selected characteristics included the involvement of personnel in teacher education, the evaluation of prospective teachers, the provision of special learning experiences regarding minority group and sex bias in education, and a description of the type and quantity of instruction.

While all curricula contained a student teaching experience, the duration of the experience varied considerably among different types of educational curricula, requirements and/or training for becoming a college supervisor or a cooperative teacher in the schools were also characterized by variability. The most consistent patterns identified for teacher preparation curricula in Illinois were in the percentages of time devoted to various types of learning experiences

and in the location of the experiences, but, again, the actual number of hours prospective teachers were engaged in the learning experiences varied considerably among the types of educational curricula.

To describe teacher education in Illinois as being characterized by diversity is not to suggest that all aspects of the teacher preparation sequence should be similar. It is simply a statement regarding the nature of the teacher education profession. Professionals in teacher education, however, are invited to ask themselves whether this state of the art should remain.

APPENDICES

APPENDIX A: LIST OF PARTICIPANTS

CONFERENCE ON TEACHER EDUCATION RESEARCH

Holiday Inn East, Springfield
June 28, 29, and 30, 1973

Chairman: Dr. Robert A. Burnham
(formerly) Assistant Superintendent
Research and Statistics Department
Office of the Superintendent of Public Instruction

Teacher Education Consultants

Dr. William D. Johnson -
University of Illinois - Urbana

Dr. Harry Broudy
University of Illinois - Urbana

Dr. James Raths
University of Illinois - Urbana

Dr. Horace Aubertine
Illinois State University

Dr. Marvin Brottman
Governors State University

Dr. James Johnson
Northern Illinois University

Dr. Morton Waimon
Illinois State University

Dr. Richard Verduin
Southern Illinois University -
Carbondale

Dr. Don Ring
Arlington Heights School District #214

Staff Consultants

Ms. Susan K. Bentz
Assistant Superintendent for
Professional Relations

*Dr. Lee Lonsberry
Director, Teacher Education Program
Approval

Dr. Sally F. Pancrazio
Director, Research Section

Ms. Susan Stark
Information Specialist

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*deceased

APPENDIX B: COVER LETTER AND GENERAL INSTRUCTIONS

State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

October 7, 1974

It is apparent that teacher education has changed considerably in the last ten years. New approaches, new concepts, and new techniques are being used. Little is known, however, about the degree or extent of change because no clear profile of teacher education currently exists. In an effort to develop such a profile, the Office of the Superintendent of Public Instruction, with the support of the Illinois Association of Teacher Educators (IATE) and the Illinois Association of Colleges for Teacher Education (IACTE), is conducting a study which focuses upon the nature of existing conditions regarding pre-service teacher education in Illinois. Specifically, the Office of the Superintendent of Public Instruction and the teacher education profession are interested in data which describe, in part, curriculum structure and characteristics in each of the recognized teacher education institutions of the state.

As a state agency, many persons and groups expect the Office of the Superintendent of Public Instruction to serve as a repository of educational information and data; and this certainly includes the area of teacher education/preparation. The Office of the Superintendent of Public Instruction has need of such information in order to perform its responsibility in servicing the needs of teacher education institutions, the organized teaching profession, and local school districts; it does not intend to use information gained to support or foster a specific or given program. Baseline data are needed, however, to assist decision makers in the following Office of the Superintendent of Public Instruction program areas: planning, assessment and evaluation, continuing education, and certification. In addition, future legislative action and action by the State Board of Education will require a multifaceted data base for decision making. Furthermore, it is hoped that dissemination of the information gained by the survey will enhance communication among teacher education institutions in regard to available curriculum options throughout the state. The reported information will not only help inform those interested in teacher education about current training practices being utilized in Illinois, but it will also allow a teacher education institution to compare and contrast its curriculum profiles with those of other institutions. Finally, the general public would find such information on a statewide basis relevant to the selection of teacher education programs by prospective students.

October 7, 1974

Several copies of a survey instrument designed for this study will be sent to you under separate cover. The survey instrument was prepared after in-depth consultation with professionals involved in Illinois teacher education and has been designed with two purposes in mind: (1) to identify different teacher education curricula, and (2) to collect data regarding the nature of the different curricula. The data collected here will be used simply to describe and summarize some of the different ways teachers are trained in Illinois. Most of the data will be reported in table or graph form. Results of the study will, of course, be sent to you.

We are asking that the chief administrative officer for education at each institution of higher education decide how many and what types of teacher training curricula are currently in operation. After reviewing the general instructions and definitions, please fill out two copies of the Summary Sheet which lists curriculum titles and return one copy to the Office of the Superintendent of Public Instruction immediately. Keep the other copy for your own records. You will then receive, by return mail, a survey instrument for each of the teacher education curricula which you have identified. Upon receiving the packet of survey instruments, please fill out (or have the appropriate personnel fill out) a questionnaire for each teacher preparation curriculum being offered by your school. The completed questionnaires should be returned in the enclosed self-addressed envelope to Research Section, Office of the Superintendent of Public Instruction, 216 East Monroe Street, Springfield, Illinois 62706.

Your cooperation and prompt attention to this request are greatly appreciated.

Sincerely yours,

Michael J. Bakalis
Superintendent

General Instructions and Definitions

A separate questionnaire will be completed for each type of teacher preparation curriculum currently being offered by your institution. "Teacher preparation curriculum" as used here refers to a group of courses and planned experiences required for certification or offered to the student to qualify the individual for entrance into the teaching profession. "Teacher preparation curriculum" is not synonymous with type of teacher certification being sought. It is possible, for example, to have prospective secondary education social studies teachers receive the same type of instruction in pedagogy--to follow the same sequence or set of experiences--as prospective secondary education math teachers. If, however, two prospective secondary education math teachers are prepared by two significantly different curricula, a separate questionnaire should be completed for each program.

Factors to consider to determine the number and types of significantly different teacher preparation curricula include the following:

1. CURRICULUM STRUCTURE - Do the curricula (sequence of courses, seminars, reading, laboratory and clinical experiences, practicum) differ considerably? Are two or more structurally different curricula discernable?

   A. The objective here is to identify and label standard teacher preparation patterns. Students in secondary science and secondary social studies would not be in structurally different curricula if the only difference in their pattern of training is the content of their academic courses, methods courses and/or teaching assignments. It is assumed, however, that an elementary teacher education curriculum and a secondary teacher education curriculum would differ considerably and, therefore, would be identified as structurally different curricula.

   B. It is understood that students often have choices or options available to them in a given teacher education program. A prospective teacher may choose one of three available courses, for example. Location or duration of instruction might also be a choice to be made by a student. Such options are not considered to be structurally different curricula unless they lead to a significant departure from standard teacher preparation patterns (See factors listed below).

2. PROGRAM OBJECTIVES - Is a particular curriculum designed to produce teachers with unique or different kinds of skills and capacities? Has a special program been established to prepare teachers to meet uncommon but increasingly prevalent needs in regional, district, and local community schools?

General Instructions and Definitions (Continued)

3. EXPERIMENTAL NATURE OF PROGRAM - Is a new teacher education approach being used which incorporates unusual combinations of laboratory, clinical and/or classroom experiences, or utilizes newly developed technical resources which do not conform to patterns heretofore in use?

4. PUPILS SERVED - Is a program designed to serve a particular population such as inner-city or Spanish-speaking students as opposed to training of teachers in a subject matter area (i.e., natural sciences, music, etc.)?

If teacher education curricula differ significantly in one or more of the above factors, a separate questionnaire should be completed for each alternative.

Consultants

The following consultants participated in the Planning Session of the "Profile of Teacher Education in Illinois" study in June, 1973:

1. Dr. Horace Aubertine, Illinois State University
2. Dr. James Johnson, Northern Illinois University
3. Dr. Mort Waimon, Illinois State University
4. Dr. William D. Johnson, University of Illinois
5. Dr. James Raths, University of Illinois
6. Dr. Harry Broudy, University of Illinois
7. Dr. Marvin Brottman, Governors State University
8. Dr. Don Ring, Arlington Heights School District #214
9. Dr. J. Richard Verduin, Southern Illinois University-Carbondale

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Department of Research, Evaluation, and Statistics
216 East Monroe Street
Springfield, Illinois 62706

SUMMARY SHEET

NAME | DATE

TEACHER PREPARATION CURRICULA AT (Name of College or University)

INSTRUCTIONS: Please return one copy of this Summary Sheet as soon as possible to Research Section, Office of the Superintendent of Public Instruction, 216 East Monroe Street, Springfield, Illinois 62706. You will then receive, by return mail, a survey instrument for each of the teacher education curricula which you have identified.

CURRICULUM TITLES OR CLASSIFICATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

APPENDIX C: INSTRUCTIONS FOR REPORTING THE TEACHER PREPARATION COURSES AND CREDIT HOURS

IV. THE BASIC CURRICULUM

33. A teacher preparation curriculum generally consists of several components combined in a pattern. On the form provided, briefly outline the typical pattern or sequence of courses and/or areas of experience encountered by a prospective teacher in this program. As much as is practical, include and label the following components:

A. GENERAL STUDIES OR GENERAL EDUCATION. Include in this category phases of learning considered to be the common experience of all men and women; that education accepted as relatively broad and general, rather than narrow and specialized. Do not list specific content or specific courses in this category. Rather, list the study areas most generally encountered by prospective teachers (For example: 10 quarter hours in natural sciences, 15 quarter hours in social sciences). These may be required and/or elective experiences.

B. PROFESSIONAL STUDIES. Include in this category all courses and/or experiences required because of their pertinence to the problems and work of the teaching profession. Courses or experiences which help prospective teachers understand and interpret educational problems, those which deal with teaching and learning theory, those which provide experience in professional practice, and those which are in one's field or area of specialization should be included in this category. (For example, history of education courses, educational psychology courses, etc. would be included in this category.) For purposes of better communication and understanding, designate those disciplinary or interdisciplinary subject matter courses taken in a student's teaching field or area of concentration as "Professional Studies in the Field of Specialization or Preparation." All other Professional Education courses designate as "General Professional Education Studies."

An example of how a typical sequence might be recorded is provided for your review. It is not intended, however, that the categories suggested above prescribe or impose any particular design, structure or format for teacher education. Rather, the categories are provided for the convenience of describing and summarizing information. If, after careful deliberation, it is decided that the suggested framework is not applicable to the curriculum in question, please submit a description that is appropriate on a separate sheet of paper. The Professional Studies Component outlined here will be used later in this questionnaire as a basis for further data collection. (NOTE: If it is not possible to identify a typical sequence of courses or experiences, it may be necessary to fill out a separate questionnaire for each alternative.)

EXAMPLE

The following is offered as an illustration of how a typical teacher education sequence might be reported on the form provided.

DESCRIPTIVE OUTLINE OF TEACHER PREPARATION CURRICULUM

TYPICAL SEQUENCE OF COURSES OR AREAS OF STUDY	NUMBER AND TYPE OF CREDIT HOURS RECEIVED (Please specify semester hours, quarter hours, etc.)	PLEASE CHECK ONE	
		Required	Elective
General Education			
1. Language Arts	16 semester hours	X	
2. Natural Science and Mathematics (3 particular courses specified)	18 semester hours	X	
3. Social Sciences (2 particular political science courses specified; 2 particular history courses specified)	16 semester hours	X	
4. Humanities	16 semester hours	X	
5. Electives in one of the above four areas	8 semester hours		X
6. Health and Physical Education	4 semester hours	X	
Professional Education			
General Professional Education Studies			
1. Introduction to Teaching	4 semester hours	X	
2. Human Development & Educational Psychology	4 semester hours	X	
3. Educational Media	3 semester hours	X	
4. Methods of Teaching in Secondary Schools	5 semester hours	X	
5. Supervised Teaching in High School	8 semester hours	X	
Professional Studies in the Field of Specialization or Preparation			
1. Thirty two semester hours in teaching field of student's choice	32 Semester hours	X	

Total number of credit hours/courses in General Education	78
Total number of credit hours/courses in General Professional Education Studies	24
Total number of credit hours/courses in Professional Studies in Field of Specialization	32

APPENDIX D: INSTRUCTIONS FOR COMPLETING THE LEARNING EXPERIENCE MATRIX

V. THE LEARNING EXPERIENCE MATRIX

The Learning Experience Matrix is the most complex, as well as the most important, part of this survey. Three types of data are being sought:

(1) The types of learning experiences provided in the "General Professional Education Studies" component of the teacher education curriculum.

(2) The location in which the learning experiences typically occur.

(3) The estimated total number of hours a prospective teacher is engaged in each type of learning experience.

It is expected that data generated from this section of the survey instrument will allow generalizations to be made concerning the percentage of time prospective teachers are engaged in various types of learning experiences as well as allow generalizations to be made concerning field-based as opposed to campus-based experiences in the "General Professional Education Studies" component of the teacher education curriculum. Totals, percentages, and ranges for different variables will be reported.

DIRECTIONS:

(1) Transfer those courses/experiences listed under the "General Professional Education Studies" component of the teacher education curriculum identified in question No. 33, page 9 to the left-hand column of the matrix. All courses/experiences dealing with the problems and work of the teaching profession should be included except those in the General Education component and those subject matter courses in a teaching speciality. A course in "World History", for example, would not be included even though it may be part of the professional training of a social studies teacher. A course concerned with the "Teaching of World History in High Schools", however, would be included regardless of the school or department offering the course.

(2) Review the definitions assigned to the types of learning experiences listed at the top of the matrix.

(3) For each part of the "General Professional Education Studies" component listed in the left-hand column, determine the types of learning experiences provided in that component. In the column for each learning activity that applies, record: (1) the place or location where the activity occurs, using the code listed below and (2) the estimated total number of hours a prospective teacher is engaged in that activity.

Use the following code to record location on the matrix:

OC = On Campus - in classrooms or campus laboratories.

CC = Cooperative Teacher Centers - off campus. Cooperative Teacher Center means the headquarters location in a local school district formally established by representatives of higher education, local school districts, and practicing teachers for the purpose of providing professional development programs for pre-service and/or in-service teachers (including, but not limited to, the student teaching experience).

PS = Public or private elementary or secondary schools not part of a Cooperative Teacher Center.

O = Other - not listed above. Please designate: _____

_____

Example Suppose one feature of the General Professional Education aspect of the teacher preparation curriculum involves an introductory course which includes as part of the learning experiences three hours of observation in local public schools. The learning experiences provided in this component might be recorded as follows:

	CURRICULUM OUTLINE	LECTURE		DISCUSSION		OBSERVATION		LABORATORY WORK	
	Abbreviated	Location	Hours	Location	Hours	Location	Hours	Location	Hours
PROFESSIONAL COMPONENT	Intro to Education	OC	25	OC	25	PS	3		

Various persons, including individual instructors, may have to be contacted in order that the matrix be completed accurately. If variation exists among the practices, describe the pattern of practice, please list the most common practice. The validity of this information is highly dependent upon the [illegible] and recording this data.

MATRIX DEFINITIONS

LECTURE: Refers to that experience whereby the instructor gives an oral presentation of factor principles, the class usually being responsible for taking notes. Usually implies little or no class participation, such as questioning or discussion during the class period. This experience includes attempts by the instructor to create interest, to influence, stimulate or mold opinion, to promote activity, to impart information or to develop critical thinking largely by the use of the verbal message. Illustrations, maps, charts, or other visual aids may be employed to supplement the oral technique.

DISCUSSION: An activity in which people talk together in order to share information about a topic or problem or to seek answers to a problem based on all possible available evidence. The discussion may be directed or guided by the instructor or a fixed agenda, or it may be permissive or unstructured.

OBSERVATION: The act of seeing or studying the activities of teaching and learning in an actual school situation in order to secure a more realistic or meaningful conception of educational problems, appraise the work of teachers in action, or provide for feedback to be used in the development of an improvement program. Includes observing classwork, interviewing pupils, and participating in discussions with teachers.

MICROTEACHING: (1) A scaled-down teaching encounter which serves as a preliminary experience and practice in teaching. The experience is usually five to ten minutes in length, and involves no more than eight students, often recorded on videotape for analysis. (2) also, the process of analyzing the playback of film or videotape recordings of one's own teaching to study one's teaching style and interaction with pupils.

LABORATORY EXPERIENCE: Laboratory work helps to illustrate and illuminate theories or principles. It may be a learning situation in which the cause, effect, nature, or property of any phenomenon, whether social, psychological, or physical, is determined by actual experience or experiment under controlled conditions, or it may be an experience which provides perceptual information about terms and relations used in textbooks. The laboratory experience provides an opportunity to use instruments and test rules and principles. In short, it is an attempt to miniaturize, formalize and replicate real situations so that they occur under controlled conditions. As used here, laboratory experiences would include all simulation and gaming experiences. The laboratory experience does not involve actual elementary or secondary pupils as do clinical experiences defined below. Technically, microteaching might be one type of laboratory exercise but it should be identified as a separate, distinct operation here. (See "Microteaching" above.)

CLINICAL EXPERIENCES: Instruction which incorporates the treatment of actual educational problems or problem situations, refers to an analogue of the type of experience given to medical students who, under the guidance of an expert, apply theory to particular cases in order to hypothesize about diagnosis and therapy. In this situation, to which the decision of the expert and the bodily status of the patient give closure, the student does not practice medicine as he does in internship, nor does he become familiar with theory as he does in certain formal courses. In short, clinical experiences are those using cases that are verbal descriptions of real situations. They include firsthand participation in pupil and pupil-related services occurring as a part of an educational program. The important characteristics, therefore, of the clinical experience are individuality and reality.

TUTORING: Activities on the part of prospective teachers to instruct, examine or assist other students (elementary, secondary, or college) by means of private, informal conferences.

WORKING ON MODULES INDEPENDENT OF INSTRUCTOR: As used here, "module" refers to separate, individual study guides or learning unit packages designed to meet individual needs of prospective teachers as well as to provide flexibility in the rate of advancement in the training program.

INDEPENDENT WORK: Those activities normally classified as classroom work (as opposed to homework) that the prospective teacher performs with a minimum of instructor supervision. Do not include those experiences listed above that may fall into this category, i.e., observation, working on modules - but do include experiences such as "studio work" often found in music curriculums.

PRACTICE TEACHING: Used here to designate only those activities involved in actual teaching by a student teacher, as contrasted with student teaching, which may include observation and participation as well as "practice teaching." This is doing the real task (teaching) under supervision, but with a minimum of direct help.

OTHER: Use this classification if a learning experience cannot be listed in one of the above categories. Please identify and briefly explain the activity.

_____

_____

_____

_____

Please feel free to send comments concerning any part of the data collected in this survey along with the completed questionnaire. Additional materials, brochures, and pamphlets describing the teacher preparation curriculum are welcomed.

For accounting purposes, please estimate how long it took you and or anybody else involved to complete this survey instrument (including searching for specific data).

Professional staff time _____ hours Support staff time _____ hours

Thank you for your cooperation. After completing the Learning Experience Matrix, please return the completed questionnaire in the enclosed self addressed envelope.

LEARNING EXPERIENCE MATRIX

Curriculum Number _____ — OFFICE USE ONLY —

College or University _____ Curriculum Title or Classification _____

GENERAL PROFESSIONAL EDUCATION STUDIES

CURRICULUM OUTLINE (Courses/Experiences - list one per line) (6)	Lecture		Discussion		Observation		Micro-teaching		Laboratory Work		Clinical Work		Tutoring		Work on Modules		Independent Work		Practice Teaching		Other	
	(7) OC	(8-10) Hrs.	(11) OC	(12-14) Hrs.	(15) OC	(16-18) Hrs.	(19) OC	(20-22) Hrs.	(23) OC	(24-26) Hrs.	(27) OC	(28-30) Hrs.	(31) OC	(32-34) Hrs.	(35) OC	(36-38) Hrs.	(39) OC	(40-42) Hrs.	(43) OC	(44-46) Hrs.	(47) OC	(48-50) Hrs.

270

225

APPENDIX E: LIST OF TEACHER PREPARATION CURRICULA IN ILLINOIS

American Conservatory of Music

1. Music Education (General Vocal)
2. Music Education (Instrumental)

Augustana College

3. Elementary Education
4. Secondary Education
5. Art Education
6. Music Education

Aurora College

7. Elementary Education
8. Secondary Education

Barat College

9. Elementary Education
10. Secondary Education
11. Educable Mentally Handicapped
12. Learning Disabilities
13. Early Childhood Education

Blackburn College

14. Elementary Education
15. Secondary Education
16. Special Certificate (K-12) Music/Art
17. Bilingual/Bicultural (K-12) Spanish

Bradley University

18. Kindergarten - Primary
19. Upper Grades Major (4-8)
20. Secondary Education
21. Educable Mentally Handicapped
22. Early Childhood Education

Chicago Conservatory College

23. Music Education

Chicago State University

24. General Elementary Teacher Education Sequence (Standard Curriclum)
*25. Elementary Education - QUEST
26. Secondary Teaching Options
27. Occupational Education
28. Health Education
29. Physical Education
30. Special Education
31. Early Childhood Education
32. Early Childhood Education - CUTE
33. Recreation

College of St. Francis

34. Elementary Education - Major Program
35. Elementary Certification Program
36. Secondary Certification Program

Columbia College

37. Speech-Theatre

Concordia Teachers College

38. Elementary Education
39. Secondary Education
40. Director of Christian Education
41. Special Education

De Lourdes College

42. Elementary Education

DePaul University

43. Elementary Education
44. Secondary Education
45. Business Education
46. Art Education
47. Music Education
48. Physical Education
49. Reading and Other Learning Disabilities
*50. Guidance and Counseling
*51. Administration and Supervision
*52. Curriculum Directorship

Eastern Illinois University

53. Elementary Education - Standard Curriculum
54. Secondary Education - Standard Curriculum
55. Secondary Education - Experimental Curriculum
56. Special Education - Standard Curriculum
57. Special Education - Elementary Education
58. Speech and Language Impaired
59. Junior High School Program

Elmhurst College

60. Elementary Education
61. Secondary Education

Eureka College

62. Elementary Education
63. Secondary Education

George Williams College

64. Physical Education
65. Health Education

Governors State University

66. Elementary Urban Teacher Education
67. Urban Business Teacher Education
68. Environmental Science Teaching

Greenville College

69. Elementary Education
70. Secondary Education
71. Special Certificate - Music
72. Special Certificate - Physical Education
73. Special Certificate - Art
74. Special Education

Illinois Benedictine College

75. Elementary Education
76. Elementary Certificate
77. Secondary Education
78. Secondary Certificate
79. Physical Education Specialist
80. Graduate Internship

Illinois College

81. Elementary Education
82. Secondary Education

Illinois Institute of Technology

83. High School - Academic

Illinois State University

84. Elementary Education - Program I
85. Elementary Education - Program II
86. Secondary Education
87. Maladjusted - Standard Program
88. Special Education - EMH
89. Special Education - Hearing Impaired
90. Special Education - TMH
91. Special Education - Physically Impaired
92. Special Education - Visually Impaired
93. Jr. High/Middle School Curriculum

Illinois Wesleyan University

94. Elementary Education
95. Secondary Education
96. Art Education
97. Music Education

Knox College

98. Elementary Education
99. Secondary Education

Lake Forest College

100. Elementary Education Certificate
101. Secondary Education Certificate

Lewis University

102. Elementary Education
103. Secondary Education

Loyola University

104. Elementary Education
105. Secondary Education

MacMurray College

106. Elementary Education
107. Secondary Education
108. Physical Education
109. Hearing Impaired
110. Mentally Handicapped

McKendree College

111. Elementary Education
112. Secondary Education
113. Special Education (Art)

Millikin University

114. Elementary Education
115. Secondary Education
116. Music Education

Monmouth College

117. Elementary Education
118. Secondary and Special Education
119. Learning Disabilities

Mundelein College

120. Elementary Education
121. Secondary Education
122. Special Education
123. Early Childhood Education

National College of Education

124. Elementary Education

North Central College

125. Elementary Education
126. Secondary Education

Northeastern Illinois University

127. Center for Inner City Studies
128. Urban Communities Teacher Education Center
129. Secondary Education
*130. Special Education
131. Early Childhood Education

Northern Illinois University

132. Elementary Education
133. TeEUP - Teacher Education Undergrad Program (Elementary)
134. Elementary Education - Urban
135. Elementary Education - Rural
136. Secondary Education
137. Special Education
138. Physically Handicapped
139. Visually Handicapped
140. Educable Mentally Handicapped

North Park College

141. Elementary Education
142. Secondary Education
143. Educational Specialist - Art and Physical Education
144. Music Specialist

Northwestern University

145. Tutorial-Clinical-Elementary
146. Secondary (Traditional)
147. Tutorial-Clinical-Secondary
148. Speech Education
149. Music Education
150. Speech and Drama (K-12)
151. Hearing Impaired
152. Speech Pathology
*153. Learning Disabilities
154. Master of Arts in Teaching

Olivet Nazarene College

155. Elementary Education
156. Secondary Education
157. Music Education

Principia College

158. Elementary - Standard Curriculum
159. Elementary Explorations
160. Secondary - Standard Curriculum
161. Secondary Explorations

Quincy College

162. Elementary Education
163. Secondary Education

Rockford College

164. Elementary Education
165. Secondary Education
166. Master of Arts in Teaching

Roosevelt University

167. Elementary Education
168. Secondary Education
169. Special Education
170. Early Childhood Education
171. Educational Supervision and Administration
172. School Guidance and Counseling

Rosary College

173. Elementary Education
174. Secondary Education
175. Special Certificate Subjects

Sangamon State University

176. Elementary Education
177. Secondary Education

St. Xavier College

178. Elementary Education (K-4)
179. Intermediate - Upper Grades Teacher Preparation
180. High School Teacher Preparation

School of the Art Institute

181. Art Education

Sherwood Music School

182. Music Education

Shimer College

183. Elementary Education
184. Secondary Education

Southern Illinois University - Carbondale

185. Elementary Education
186. Early Childhood - Elementary
187. Secondary 6-12 and Special Education K-12
188. Special Education
189. Speech Pathology and Audiology
190. Early Childhood - Preschool

Southern Illinois University - Edwardsville

191. Elementary Education
192. Secondary Education
193. Physical Education
194. Music Education
*195. Special Education
196. (ECE) Elementary Education

Spertus College of Judaica

197. Secondary Education

Trinity College

198. Elementary Education
199. Secondary Education
200. Music/Secondary Education
201. Physical Education/Secondary Education
202. Special Education

Trinity Christian College

203. Elementary Education
204. Secondary Education

University of Chicago Graduate School

205. Elementary Education
206. Secondary Education

University of Illinois - Urbana

207. Elementary Education
208. Secondary Education
209. Technical Education Specialties
210. Secondary Education Teacher Center
211. Special Education
212. Speech and Hearing Sciences

University of Illinois Chicago Circle

213. Elementary Education
214. Secondary Education

Vandercook College of Music

215. Bachelor of Music Education
216. Master of Music Education

Western Illinois University

217. Elementary Education
218. Secondary Education
219. Special Education
220. Corrections
221. Bilingual/Bicultural

Wheaton College

222. Old Program - Elementary Education
223. Interim - Elementary Education
224. WheTEP - Elementary
225. Old Program - Secondary Education
226. Interim - Secondary Education
227. WheTEP - Secondary

* A completed survey instrument was not received for these curricula.

APPENDIX F

PROCEDURES APPLIED TO DETERMINE THE RELIABILITY OF THE CLASSIFICATION SYSTEM USED TO CODE COURSE TITLES

Course titles and descriptions provided on the Learning Experience Matrix were classified as belonging to one of ten categories (see pages 42-43). One coder from the Research Section of the Illinois Office of Education, using the classification system, coded all courses recorded on the Learning Experience Matrix for all completed survey instruments. Each course was assigned a single code number. There were 211 completed Learning Experience Matrixes. One hundred (100) or approximately half of the completed Learning Experience Matrixes were then randomly chosen and coded again by the same individual six months later. This second set of coded courses provided the data necessary to establish an intra-judge coefficient of agreement.

The 100 completed Learning Experience Matrixes coded and used for determining an intra-judge coefficient of agreement were then coded by a second individual from the Teacher Certification Section of the Illinois Office of Education. The second individual was an experienced transcript evaluator who used course titles, as well as course descriptions, to determine if various courses identified by prospective teachers as meeting certification requirements, did in fact, meet specified requirements. Before the second individual assigned code numbers to the courses, the classification system was reviewed and studied with the first individual. Sample Learning Experience Matrixes were then coded by both individuals as a team, but coefficients of agreement were not determined during the training period. The set of courses coded by the transcript evaluator were used to determine an inter-judge coefficient of agreement.

A simple descriptive measure of agreement was used. The coefficient of agreement used to indicate the reliability of each category involved comparing the number of agreed uses of a category with the total number of times both of the two individuals used that category (for an inter-judge coefficient).

The formula used was: $Cx = \frac{A_1 + A_2}{B_1 + B_2}$

where Cx represents the proportion of agreement in using category X; A_1 represents the number of courses which individual 1 judged to be in category X when individual 2 made the same judgment; A_2 represents the number of courses which individual 2 judged to be in category X when individual 1 made the same judgment; B_1 represents the total number of courses which individual 1 judged to be in category X; and B_2 represents the total number of courses which individual 2 judged to be in category X.

This same formula was then used to indicate the reliability of each category by comparing the number of agreed uses of a category with the total number of times the first coder used the category during the two times the courses were coded (for an intra-judge coefficient of agreement).

APPENDIX G

REGRESSION ANALYSIS EQUATIONS USED TO ESTABLISH THE RELATIONSHIP BETWEEN SIZE OF INSTITUTION AND INSTITUTIONS CLASSIFIED USING CLARK AND GUBA CATEGORIES

To investigate the relationship between size of institution (number of teachers prepared), highest degree offered by an institution in education (bachelor's, master's, or doctor's degree), and type of institutional control (public or private), a series of regression analyses were performed which utilized the number of teachers prepared by institutions as the dependent variable. When level of degree offered by an institution was considered as the independent variable by itself, the formula used was:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

where X_1 represents a bachelor's degree as the highest degree offered by an institution, X_2 represents a master's degree, and X_3 represents a doctor's degree. Using this formula R^2 was .42 and R was .65.

When institutional control was considered as the sole independent variable, the formula used was:

$$Y = a + b_1 X_1 + b_2 X_2$$

where X_1 represents public institutions and X_2 represents private institutions. Using this formula R^2 was .65 and R was .81.

When highest degree level offered by an institution and institutional control were both considered simultaneously as independent variables, the formula used was:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5$$

where X_1 represents public institutions, X_2 represents private institutions, X_3 represents a bachelor's degree as the highest degree offered by an institution, X_4 represents a master's degree, and X_5 represents a doctor's degree. Using this formula R^2 was .77 and R was .88.

Finally, when highest degree offered by an institution and institutional control were both considered simultaneously as independent variables together with the interaction between level of degree and type of control, the formula used was:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + b_6 X_6$$

where X_1 represents public institutions offering a bachelor's degree, X_2 represents private institutions offering a bachelor's degree, X_3 represents public institutions offering a master's degree, X_4 represents private institutions offering a master's degree, X_5 represents public institutions offering a doctor's degree, and X_6 represents private institutions offering a doctor's degree. Using this formula R^2 was .81 and R was .90.

APPENDIX H

ANALYSIS OF DATA USING

CLARK AND GUBA CATEGORIES*

* Tables are numbered to parallel those presented in the main body of the report.

Table 9 (C & B)

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses		Public			Private		
Which of the following, if any, are used as criteria for selection of student applicants (Do not include criteria for selection of transfer students if they are different from criteria used for other students.) Check those that apply.	All Curr. (220)	Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(1) Open enrollment - no specific admission or selection requirements	11.4	12.9	14.3	0.0	7.7	6.8	12.6
(2) Grade point average	70.9	58.1	68.6	50.0	92.3	84.1	67.4
(3) Standard achievement or aptitude tests	15.9	25.8	17.1	50.0	61.5	11.4	7.4
(4) Minimum number of credit hours earned	52.7	38.7	68.6	0.0	30.8	52.3	55.8
(5) Formal application	72.3	71.0	82.9	50.0	69.2	68.2	71.6
(6) Personality Record	14.5	0.0	17.1	0.0	15.4	15.9	17.9
(7) Class rank	10.5	29.0	2.9	50.0	38.5	4.5	5.3
(8) Age	2.3	0.0	0.0	50.0	7.7	4.5	1.1
(9) Personal Interview	51.4	22.6	57.1	0.0	61.5	52.3	57.9
(10) Health Exam or Medical Report	25.9	9.7	40.0	0.0	30.8	36.4	21.1
(11) Proficiency Exams	14.5	0.0	31.4	0.0	7.7	9.1	16.8
(12) Letters of Recommendation	38.2	22.6	28.6	0.0	61.5	47.7	40.0
(13) Social standards	6.4	3.2	17.1	0.0	0.0	9.1	3.2
(14) Committee approval	49.1	19.4	57.1	0.0	46.2	54.5	54.7

Table 9 continued on next page

Table 9, C & B (continued from preceding page)

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses	All Curr. (220) %	Public Doctor's Degree (31) %	Public Master's Degree (35) %	Public Bachelor's Degree (2) %	Private Doctor's Degree (13) %	Private Master's Degree (44) %	Private Bachelor's Degree (95) %
Are there any admission requirements other than those listed above?							
(1) Yes	35.5	51.6	57.1	0.0	30.8	34.1	24.2
(2) No	58.2	48.4	40.0	100.0	46.2	61.4	67.4
If "Yes," please explain other requirements.							
(1) Department or Dean approval	10.9	6.5	34.3	0.0	0.0	11.4	5.3
(2) Must successfully complete a particular course or set of courses	8.2	9.7	5.7	0.0	7.7	11.4	7.4
(3) Performance skills must be demonstrated (e.g., Music)	1.8	0.0	0.0	0.0	0.0	0.0	4.2
(4) Evidence of interest in or commitment to young people	4.5	0.0	5.7	q 0.0	30.8	2.3	3.2
(5) Other	11.4	22.6	14.3	0.0	7.7	9.1	8.4
Are different standards for selection or admission applied to transfer students?							
(1) Yes	15.9	29.0	8.6	50.0	38.5	22.7	7.4
(2) No	81.4	71.0	88.6	50.0	61.5	75.0	88.4
If "Yes," briefly explain how admission standards differ.							
(1) If AA degree is complete, English proficiency is waived	0.5	0.0	2.9	0.0	0.0	0.0	0.0
(2) Residency requirement	0.5	0.0	0.0	0.0	7.7	0.0	0.0
(3) GPA must be established	4.5	12.9	2.9	50.0	23.1	2.3	0.0
(4) Other	10.9	19.4	8.6	0.0	7.7	22.7	4.2

Table 9 continued on next page

Table 9, C & B (continued from preceding page)

SELECTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION RESPONDING TO EACH QUESTION BY CATEGORY OF CURRICULUM

Questions and Responses		All Curr. (220) %	Public Doctor's Degree (31) %	Public Master's Degree (35) %	Public Bachelor's Degree (2) %	Private Doctor's Degree (13) %	Private Master's Degree (44) %	Private Bachelor's Degree (95) %
Is every applicant who meets minimum admission standards admitted?								
(1) Yes		83.2	58.1	82.9	100.0	69.2	93.2	88.4
(2) No		13.6	38.7	14.3	0.0	23.1	0.0	10.5
If "No," what types of limits or quotas are employed? Check those that apply.								
(1) Limited by number - transfer students only		0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) Limited by number - all applicants		9.5	38.7	11.4	0.0	7.7	0.0	4.2
How many are admitted	Mean	67.8	89.4	37.5	0.0	35.0	0.0	41.3
	Median	24.7	19.5	22.5	0.0	35.0	0.0	30.0
	Mode	0.0	0.0	20.0	0.0	35.0	0.0	15.0
	Minimum	0.0	0.0	20.0	0.0	35.0	0.0	15.0
	Maximum	563.0	563.0	85.0	0.0	35.0	0.0	80.0
(3) Other		5.5	6.5	8.6	0.0	15.4	0.0	5.3

Table 10 (C & B)

RETENTION OF PROSPECTIVE TEACHERS: THE PERCENTAGE OF THE SURVEY POPULATION INDICATING THE USE OF IDENTIFIED CRITERIA FOR RETAINING PROSPECTIVE TEACHERS

Questions and Responses		Public			Private		
Which of the following, if any, are used as criteria for retention of students in the teacher education curriculum? Check those that apply.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) No requirements	0.9	0.0	2.9	0.0	0.0	0.0	1.1
(2) Minimum grade point average in all courses must be maintained	89.1	100.0	82.9	100.0	92.3	90.9	86.3
(3) Minimum grade point average in teacher education courses must be maintained	48.2	9.7	42.9	0.0	76.9	52.3	57.9
(4) Minimum credit hour load must be maintained	14.1	22.6	5.7	0.0	38.5	11.4	12.6
(5) Maximum time limit for completion of curriculum requirements is imposed	6.4	12.9	5.7	0.0	7.7	13.6	1.1
(6) Residence requirements are imposed	31.8	25.8	42.9	100.0	30.8	40.9	24.2
(7) Standard achievement or aptitude tests are required	5.0	3.2	14.3	0.0	0.0	6.8	2.1
(8) Evidence of good character or social standards is required	45.0	19.4	40.0	50.0	38.5	50.0	53.7
(9) Progress toward successful completion of curriculum requirements not listed above must be demonstrated	45.0	48.4	34.3	0.0	53.8	34.1	52.6
(10) Other. Please state.							
Minimum GPA in major or other special courses	7.3	0.0	2.9	50.0	7.7	6.8	10.5
Department rejection for reasons of its own	0.9	0.0	5.7	0.0	0.0	0.0	0.0
Positive recommendations from professionals in the field	5.0	12.9	2.9	0.0	0.0	6.8	3.2
Other	8.2	0.0	2.9	0.0	7.7	9.1	12.6

Table 11 (C & B)

TOTAL NUMBER OF STUDENTS APPLYING
FOR ADMISSION, ACCEPTED, AND FINISHING TEACHER EDUCATION CURRICULA

	Applied	Accepted	Finished
Public - Doctor's			
1972-73	7102	7820	6303
1973-74	6640	7265	6221
1974-75*	6396	6943	4928
Percent Change**	-9.9%	-11.2%	-21.8%
Public - Master's			
1972-73	4843	4517	3364
1973-74	4551	3917	3024
1974-75*	4344	3392	2598
Percent Change**	-10.3%	-24.9%	-22.8%
Public - Bachelor's			
1972-73	958	749	736
1973-74	869	633	558
1974-75*	827	563	500
Percent Change**	-13.7%	-24.8%	-32.1%
Private - Doctor's			
1972-73	1464	859	756
1973-74	1307	704	548
1974-75*	1348	701	609
Percent Change**	-7.9%	-18.4%	-19.4%
Private - Master's			
1972-73	2035	2078	1623
1973-74	1994	2055	1657
1974-75*	1837	1827	1448
Percent Change**	-9.7%	-12.1%	-10.8%
Private Bachelor's			
1972-73	2394	2147	2162
1973-74	2340	2134	2082
1974-75*	2492	2280	1950
Percent Change**	+4.1%	+6.2%	-9.8%

*1974-75 figures are estimated.
**Percent change is from 1972-73 to 1974-75.

Table 13 (C & B)

ESTIMATED NUMBER OF PROSPECTIVE TEACHERS PER CURRICULUM COMPLETING PROFESSIONAL TRAINING IN 1974-75

	Mean	Median	Mode	Minimum	Maximum
Public - Doctor's	176.0	50.5	40.0	19.0	600.0
Public - Master's	108.3	40.0	40.0	0.0	800.0
Public - Bachelor's	250.0	250.0	135.0	135.0	365.0
Private - Doctor's	46.8	49.7	50.0	3.0	100.0
Private - Master's	42.6	25.0	12.0	0.0	325.0
Private - Bachelor's	23.2	16.5	5.0	0.0	99.0

Table 14 (C & B)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	%	%	%	%	%	%	%
(1) Practicing School Teachers (K-12)	70.9	74.2	74.3	100.0	76.9	63.6	70.5
How many are involved?				Adjusted Percent			
1-5	21	8.7	13.8	0.0	11.1	30.0	27.6
6-10	20	30.4	3.4	0.0	66.7	15.0	17.2
11-25	20	26.1	6.9	50.0	22.2	20.0	20.7
26-50	14	17.4	10.3	0.0	0.0	10.0	17.2
51-75	4	4.3	3.4	50.0	0.0	5.0	1.7
76-100	9	4.3	3.4	0.0	0.0	15.0	12.1
101-200	10	4.3	31.0	0.0	0.0	5.0	3.4
Over 200	2	4.3	27.6	0.0	0.0	0.0	0.0
Nature of involvement				Adjusted Percent			
Members of a teacher planning team or committee (advisory)	27.6	39.1	25.9	100.0	11.1	13.6	29.0
Used as resource people in courses/labs/practicum	14.5	0.0	14.8	0.0	22.2	27.3	14.5
Provide opportunities for observation, teacher aid work, other types of participation by prospective teachers	44.1	34.8	44.4	0.0	44.4	40.9	50.0
Informal conferences/ interviews	1.4	0.0	0.0	0.0	11.1	4.5	0.0
Other	12.4	26.1	14.8	0.0	11.1	13.6	6.3

Table 14 continued on next page

Table 14 C & B (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	%	%	%	%	%	%	%
(2) School Administrators (K-12)	60.9	54.8	71.4	100.0	84.6	50.0	60.0
How many are involved?				Adjusted Percent			
1-5	45	50.0	28.6	0.0	63.6	40.0	50.0
6-10	24	12.5	4.8	0.0	36.4	30.0	32.6
11-25	14	31.3	23.8	100.0	0.0	10.0	4.3
26-50	17	6.3	42.9	0.0	0.0	20.0	13.0
51-75	0	0.0	0.0	0.0	0.0	0.0	0.0
76-100	0	0.0	0.0	0.0	0.0	0.0	0.0
101-200	0	0.0	0.0	0.0	0.0	0.0	0.0
Over 200	0	0.0	0.0	0.0	0.0	0.0	0.0
Nature of involvement				Adjusted Percent			
Advisory or consultation capacity (community or curriculum committee)	21.8	17.6	16.0	100.0	36.4	22.2	19.6
Coordinate, organize, or otherwise perform administrative tasks which facilitate operations between the college or university personnel and school district personnel (i.e., observation, placement of teacher aides and student teachers, scheduling)	51.6	41.2	44.0	0.0	54.5	33.3	66.7
Used as resource people in courses/labs/practicum	10.5	11.8	8.0	0.0	9.1	22.2	7.8
Other	16.1	29.4	32.0	0.0	0.0	22.2	5.9

Table 14 continued on next page

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.							
(3) Other Community Members	25.0	16.1	34.3	50.0	38.5	18.2	25.3
How many are involved?				Adjusted Percent			
1-5	36	25.0	25.0	0.0	50.0	14.3	52.6
6-10	27	25.0	50.0	0.0	50.0	0.0	21.1
11-25	31	25.0	25.0	0.0	0.0	85.7	21.1
26-50	4	0.0	0.0	100.0	0.0	0.0	5.3
51-75	0	0.0	0.0	0.0	0.0	0.0	0.0
76-100	0	0.0	0.0	0.0	0.0	0.0	0.0
101-200	2	25.0	0.0	0.0	0.0	0.0	0.0
Over 200	0	0.0	0.0	0.0	0.0	0.0	0.0
Nature of involvement				Adjusted Percent			
Advisory or consultation capacity (teacher education council/committee)	28.6	20.0	16.7	100.0	50.0	42.9	27.3
Organize, coordinate, or otherwise perform administrative tasks which facilitates operations of the college or university for purposes of providing educational experiences (i.e., visitation, supervision, interviews, etc.)	22.4	20.0	16.7	0.0	0.0	0.0	36.4
Used as resource people in courses/labs/practicum	28.6	40.0	33.3	0.0	50.0	42.9	18.2
Other	20.4	20.0	33.3	0.0	0.0	14.3	18.2

Table 14 continued on next page

Table 14 C & B (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	%	%	%	%	%	%	%
(4) College or university faculty not associated with the Department or College of Education (i.e., Liberal Arts and Science faculty who prepare students in cognate fields).	72.7	67.7	82.9	100.0	69.2	70.5	71.6
How many are involved?				Adjusted Percent			
1-5	23	26.3	22.7	0.0	14.3	24.1	22.4
6-10	23	10.5	22.7	0.0	28.6	17.2	29.9
11-25	22	21.1	9.1	50.0	28.6	31.0	20.9
26-50	13	10.5	22.7	0.0	28.6	3.4	13.4
51-75	4	0.0	0.0	0.0	0.0	13.8	3.0
76-100	3	5.3	0.0	0.0	0.0	6.9	1.5
101-200	6	15.8	0.0	0.0	0.0	3.4	9.0
Over 200	6	10.5	22.7	50.0	0.0	0.0	0.0
Nature of involvement				Adjusted Percent			
Teach, provide instruction (in areas of academic majors)	63.7	61.9	57.7	100.0	22.2	54.5	75.8
Members of teacher education council/committee (advisory/ planning	14.0	0.0	23.1	0.0	33.3	24.2	7.6
Curriculum development (committees)	10.8	14.3	19.2	0.0	11.1	9.1	7.6
Perform certain administrative tasks (advise, assign, and supervise field supervisors, interview and help place prospective teachers)	3.8	0.0	0.0	0.0	11.1	3.0	6.1
Other	7.6	23.8	0.0	0.0	22.2	9.1	3.0

Table 14 C & B (continued from preceding page)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF TEACHER PREPARATION CURRICULA INVOLVING EDUCATIONAL PERSONNEL IN PLANNING OR PROVIDING EDUCATION EXPERIENCES

Questions and Responses		Public			Private		
Who of the following, if any, are directly involved in planning or providing educational or instructional experiences (excluding the student-teaching experience) for the teacher preparation curriculum? Check those that apply.	All Curr. (220)	Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(5) Students enrolled in the teacher education curriculum	53.6	54.8	57.1	100.0	76.9	59.1	45.3
How many are involved?				Adjusted Percent			
1-5	59	43.8	88.9	0.0	33.3	55.0	60.0
6-10	11	18.8	0.0	100.0	0.0	0.0	20.0
11-25	8	6.3	0.0	0.0	50.0	5.0	6.7
26-50	9	6.3	0.0	0.0	16.7	20.0	6.7
51-75	3	6.3	0.0	0.0	0.0	5.0	3.3
76-100	3	6.3	0.0	0.0	0.0	10.0	0.0
101-200	3	0.0	11.1	0.0	0.0	0.0	3.3
Over 200	3	12.5	0.0	0.0	0.0	5.0	0.0
Nature of involvement				Adjusted Percent			
Members of teacher education councils/committees (advisory/ planning)	33.6	11.1	28.6	100.0	22.2	34.6	44.2
Curriculum development (committees) also, task force members	21.0	50.0	28.6	0.0	33.3	15.4	7.0
Evaluation	14.3	5.6	14.3	0.0	11.1	7.7	23.3
Orientation meetings, interviews, conferences	3.4	11.1	0.0	0.0	0.0	7.7	0.0
Other	27.7	22.2	28.6	0.0	33.3	34.6	25.6
(6) None of the above.	6.4	3.2	5.7	0.0	23.1	4.5	6.3

Table 15 (C & B)

CHARACTERISTICS OF TEACHER EDUCATION CURRICULA: PERCENTAGE OF CURRICULA INVOLVING TEACHER PREPARATION FACULTY AND PROSPECTIVE TEACHERS IN ELEMENTARY AND SECONDARY SCHOOL TEACHING

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Do those faculty members formally associated with the College or Department of Education who are responsible for the professional education of prospective teachers in this curriculum actually teach (assume the duties of a full-time instructor) in an elementary or secondary school program as a formal requirement of their regular faculty assignment?	%	%	%	%	%	%	%
(1) Yes	8.2	3.2	11.4	0.0	30.8	9.1	5.3
(2) No	90.9	96.8	88.6	100.0	69.2	90.9	92.6
If "Yes," to what degree do faculty members participate?				Adjusted Percent			
(1) Teach at least one course each semester/quarter	71.4	0.0	100.0	0.0	0.0	100.0	100.0
(2) Teach at least one course each school year	21.4	0.0	0.0	0.0	75.0	0.0	0.0
(3) Teach at least one course every other school year	7.1	0.0	0.0	0.0	25.0	0.0	0.0
(4) Teach at least one course every three to five years	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) Teach at least one course less often than once every five years	0.0	0.0	0.0	0.0	0.0	0.0	0.0
When, in your judgement, do most prospective teachers directly observe and/or participate in elementary or secondary classroom programs as part of their training in this teacher preparation curriculum?							
(1) Freshman year	20.0	16.1	17.1	0.0	38.5	31.8	14.7
(2) Sophomore year	37.7	29.0	37.1	100.0	7.7	18.2	52.6
(3) Junior year	29.5	45.2	37.1	0.0	23.1	25.0	25.3
(4) Senior year	7.7	9.7	5.7	0.0	7.7	11.4	6.3
(5) Graduate year	4.5	0.0	0.0	0.0	23.1	13.6	1.1

Table 16 (C & B)

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses Which of the following, if any, are used to evaluate a student's progress or level of achievement during the teacher training sequence prior to the student teaching experience? Check those that apply.	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(1) Standard asssessment measures used by individual instructors (exams, papers, etc.)	85.9	93.5	88.6	100.0	76.9	84.1	84.2
(2) Standardized, commercially prepared achievement or aptitude tests designed for teachers	7.7	0.0	8.6	0.0	0.0	9.1	10.5
(3) Institutionally developed evaluation instruments	36.4	32.3	34.3	0.0	61.5	40.9	33.7
(4) Personal interviews by college or department teacher education committees	69.1	54.8	62.9	100.0	69.2	68.2	75.8
(5) Documents which specify desired performance criteria which allow professional candidates as well as others to evaluate performance	33.6	29.0	54.3	100.0	38.5	27.3	28.4
(6) Docments which specify desired attitudinal criteria which allow professional candidates as well as others to evaluate performance	17.7	9.7	37.1	0.0	38.5	15.9	11.6
(7) Other measures. Briefly list these measures							
Standardized tests (pre and post) for purposes of research	4.5	0.0	11.4	0.0	0.0	0.0	6.3
Documents which specify knowledge criteria (behavioral objectives approach)	1.8	0.0	5.7	0.0	0.0	0.0	2.1
Other	24.1	25.8	28.6	0.0	30.8	13.6	26.3

Table 16 continued on next page

Table 16 C & B (continued from previous page)

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses		Public			Private		
Which of the following, if any, are used to evaluate an employed teacher's progress or level of achievement as a follow-up once the teacher education curriculum is completed?	All Curr. (220)	Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(1) Standardized, commercially prepared, achievement or aptitutde tests designed for teachers	3.6	0.0	2.9	0.0	7.7	13.6	0.0
(2) Institutionally developed evaluation instruments	53.6	48.4	60.0	0.0	30.8	68.2	50.5
(3) Personal interviews by college or department teacher education committees	23.2	0.0	20.0	0.0	15.4	40.9	25.3
(4) Documents which specify desired performance criteria which allow professional educators as well as others to evaluate performance	3.2	0.0	8.6	0.0	0.0	2.3	3.2
(5) Documents which specify desired attitudinal criteria which allow professional educators as well as others to evaluate performance	3.6	0.0	8.6	0.0	0.0	0.0	5.3
(6) Other measures. Briefly list these measures							
First-year teacher report by Unit Superintendents	2.7	3.2	14.3	0.0	0.0	0.0	0.0
Follow-up questionnaire/ survey interview	4.5	3.2	2.9	0.0	7.7	2.3	6.3
Informal correspondence or communication with students and/or personnel at district schools	4.1	0.0	0.0	0.0	0.0	2.3	8.4
Alumni follow-up	1.4	0.0	0.0	0.0	0.0	2.3	2.1
Other	8.2	12.9	14.3	100.0	7.7	4.5	4.2

Table 16 continued on next page

EVALUATION: PERCENTAGE OF CURRICULA USING IDENTIFIED TECHNIQUES AND PERSONNEL TO EVALUATE PROSPECTIVE TEACHERS AND TEACHER GRADUATES

Questions and Responses		Public			Private		
Who of the following, if any, are directly involved in the evaluation of prospective teachers in this curriculum?	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Course instructors	97.7	100.0	94.3	100.0	92.3	97.7	98.9
(2) College or department teacher education committee	65.9	45.2	68.6	100.0	46.2	81.8	66.3
(3) School teachers (K-12)	79.1	74.2	74.3	100.0	84.6	68.2	86.3
(4) School administrators (K-12)	44.5	22.6	51.4	100.0	38.5	47.7	47.4
(5) Other prospective teachers enrolled in the teacher education curriculum (peer-evaluation)	18.2	6.5	48.6	0.0	7.7	13.6	14.7
(6) The prospective teacher (self-evaluation)	62.7	58.1	80.0	100.0	76.9	56.8	57.9
(7) Others. Please specify:							
College or university administrators (department or college deans, advisors, chairpersons, program directors)	5.9	16.1	0.0	0.0	15.4	0.0	6.3
Directors of learning centers other than public schools	2.3	0.0	0.0	0.0	0.0	0.0	5.3
Researchers (research teams)	0.5	0.0	2.9	0.0	0.0	0.0	0.0
Other	4.1	6.5	5.7	0.0	7.7	2.3	3.2

Table 17 (C & B)

CULTURAL AWARENESS: PERCENTAGE OF CURRICULA PROVIDING LEARNING EXPERIENCES CONCERNING MINORITY GROUP BIAS AND SEX BIAS

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Does the teacher preparation program include required experiences which are designed specifically to prepare the prospective teacher to be aware of and sensitive to the individual educational needs of minority, culturally deprived, and economically disadvantaged students?	%	%	%	%	%	%	%
(1) Yes	51.8	45.2	88.6	100.0	38.5	65.9	34.7
(2) No	47.3	54.8	11.4	0.0	53.8	31.8	65.3
If "Yes," briefly describe such experiences.				Adjusted Percent			
(1) Orientation meetings/conferences/interviews with minority educators	1.8	0.0	0.0	0.0	0.0	3.4	3.0
(2) Observation/participation/visitation with children in multi-cultural schools	20.2	14.3	12.9	0.0	40.0	34.5	12.1
(3) Discussions/various experiences as part of each course	28.4	42.9	19.4	50.0	40.0	10.3	39.4
(4) Unit in a course or courses	24.8	21.4	35.5	50.0	0.0	13.8	24.2
(5) Whole courses or modules	11.9	21.4	9.7	0.0	0.0	13.8	9.1
(6) Student-teaching assignment in multi-cultural schools	7.3	0.0	16.1	0.0	20.0	0.0	6.1
(7) Other	5.5	0.0	6.5	0.0	0.0	13.8	0.0

Table 17 continued on next page

Table 17 C & B (continued from previous page)

CULTURAL AWARENESS: PERCENTAGE OF CURRICULA PROVIDING LEARNING EXPERIENCES CONCERNING MINORITY GROUP BIAS AND SEX BIAS

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Does the teacher preparation curriculum include required experiences which are designed specifically to prepare the prospective teacher to be aware of needs to reduce sex bias in educational practices?	%	%	%	%	%	%	%
(1) Yes	28.2	12.9	40.0	100.0	38.5	38.6	21.1
(2) No	70.0	87.1	57.1	0.0	61.5	56.8	77.9
If "Yes," briefly describe such experiences.				Adjusted Percent			
(1) Orientation meetings/conferences/interviews	5.4	0.0	0.0	0.0	0.0	7.7	10.5
(2) Observation/participation/visitation with a variety of student groups	1.8	0.0	0.0	0.0	0.0	0.0	5.3
(3) Discussions/various experiences as part of each course	55.4	75.0	38.5	50.0	40.0	61.5	65.2
(4) Unit in a course or courses	28.6	25.0	53.8	50.0	40.0	15.4	15.8
(5) Whole course or courses	3.6	0.0	7.7	0.0	20.0	0.0	0.0
(6) Other	5.4	0.0	0.0	0.0	0.0	15.4	5.3

Questions and Responses Check the box before the option which best describes the professional education courses and/or experiences provided for in the teacher preparation curriculum.	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(1) All professional courses/ experiences are specified, and the sequence is pre-determined	26.4	29.0	25.7	0.0	0.0	38.6	24.2
(2) All professional courses/ experiences are specified, but the sequence varies	38.2	38.7	31.4	100.0	7.7	27.3	48.4
(3) Most (more than half) professional courses/experiences are specified, and the sequence is pre-determined	9.1	3.2	17.1	0.0	15.4	9.1	7.4
(4) Most (more than half) professional courses/experiences are specified, but the sequence varies	19.1	25.8	8.6	0.0	53.8	15.9	17.9
(5) Some (less than half) professional courses/experiences are specified, but the sequence varies	0.5	0.0	2.9	0.0	23.1	0.0	0.0
(6) Some (less than half) professional courses/experiences are specified, but the sequence varies	4.1	3.2	2.9	0.0	0.0	6.8	1.1
(7) No particular professional courses/experiences are specified	0.5	0.0	0.0	0.0	0.0	0.0	1.1

Table 18 continued on next page

Questions and Responses		Public			Private		
In your judgement, which of the following describe the teacher education curriculum in question? Check those that apply.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Lectures, discussions, recitations, and laboratory and writing exercises constitute the modes of instruction.	85.9	80.6	71.4	100.0	92.3	88.6	90.5
(2) Most of the instruction is in the field and more than one agency or constituency participates in determining and executing procedures and/or outcomes of the teacher education curriculum (not just the student-teaching experience).	30.5	22.6	48.6	50.0	61.5	27.3	23.2
(3) With respect to each listed item of instruction, the objectives and tests of learning are explicitly stated in publicly observable terms.	25.0	48.4	34.3	0.0	30.8	13.6	18.9
(4) Procedures and/or outcomes of instruction are undetermined or do not conform to patterns heretofore in use.	3.6	3.2	0.0	0.0	30.8	2.3	2.1

Table 19 (C & B)

REQUIRED NUMBER OF SEMESTER CREDIT HOURS IN GENERAL EDUCATION, GENERAL PROFESSIONAL EDUCATION STUDIES, AND PROFESSIONAL STUDIES IN FIELD OF SPECIALIZATION

TYPE OF COURSES		All Curr. (220)	Public			Private		
			Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
General Education	Mean	57.3	48.0	55.3	45.3	41.5	58.2	62.7
	Median	55.2	42.3	54.3	45.3	40.0	59.0	63.2
	Mode	42.0	42.0	41.0	40.0	40.0	42.0	64.0
	Minimum	18.0	30.0	18.0	40.0	19.3	27.0	27.0
	Maximum	98.0	78.0	84.0	50.7	82.0	86.0	98.0
General Professional Education Studies	Mean	26.7	35.7	24.2	27.3	23.3	26.9	25.1
	Median	24.6	40.6	24.6	27.3	23.0	25.5	22.1
	Mode	21.0	41.0	24.0	21.3	21.3	18.0	21.0
	Minimum	4.7	18.0	9.0	21.3	4.7	8.0	12.0
	Maximum	58.0	56.0	33.0	33.3	33.0	54.0	58.0
Professional Studies in Field of Specialization	Mean	36.6	38.9	34.8	29.3	39.0	37.3	36.1
	Median	32.1	43.7	32.0	29.3	40.0	32.1	32.1
	Mode	32.0	15.0	32.0	26.7	32.0	32.0	32.0
	Minimum	6.0	15.0	13.3	26.7	19.0	6.0	17.0
	Maximum	84.0	68.0	56.0	32.0	64.0	84.0	80.0

Table 20 (C & B)

ALTERNATIVES TO THE STANDARD SEQUENCE OF COURSES IN THE TEACHER PREPARATION CURRICULUM

Questions and Responses How can the sequence of courses be altered and still meet curriculum requirements?	All Curr. (220) %	Public			Private		
		Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Students may demonstrate competency, pass standard exams or show equivalency work and then choose alternate course work (includes previous work or teaching experiences)	12.7	0.0	11.4	0.0	0.0	2.3	24.2
(2) Some courses (modules) in General Education may be substituted for one another	5.9	3.2	0.0	0.0	0.0	15.9	5.3
(3) Some courses (modules) in General Professional Education may be substituted for one another	2.7	3.2	8.6	0.0	7.7	0.0	1.1
(4) Some courses (modules) in Field of Specialization may be substituted for one another	1.8	0.0	5.7	0.0	0.0	2.3	1.1
(5) Other	12.7	22.6	14.3	0.0	30.8	9.1	8.4

Table 21 (C & B)

NUMBER OF FACULTY INVOLVED IN TEACHER PREPARATION CURRICULA

TYPE OF FACULTY		All Curr. (220)	Public			Private		
			Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
Full-time Faculty	Mean	9.1	10.5	13.5	38.5	14.1	8.7	5.9
	Median	4.9	6.5	8.5	38.5	10.0	5.4	3.1
	Mode	3.0	3.0	3.0	26.0	21.0	3.0	3.0
	Minimum	0.0	1.0	0.0	26.0	2.0	0.0	0.0
	Maximum	82.0	60.0	82.0	51.0	56.0	39.0	71.0
Part-time Faculty	Mean	5.2	7.3	3.7	36.0	5.2	5.7	4.4
	Median	3.3	3.0	2.9	36.0	4.0	4.5	3.1
	Mode	1.0	3.0	0.0	30.0	3.0	5.0	2.0
	Minimum	0.0	0.0	0.0	30.0	0.0	0.0	0.0
	Maximum	50.0	50.0	13.0	42.0	14.0	21.0	14.0
Full-time Equivalent Faculty	Mean	9.6	10.4	13.2	56.5	9.9	10.4	6.6
	Median	5.0	4.3	10.0	56.5	10.5	7.0	3.4
	Mode	3.0	0.0	0.0	47.0	13.0	2.0	3.0
	Minimum	0.0	0.0	0.0	47.0	1.0	0.0	0.0
	Maximum	85.0	75.0	82.0	66.0	15.0	43.0	85.0

Table 22 (C & B)

STUDENT TEACHING LOCATION AND TIME/WORK LOAD

CURRICULA BY CATEGORY	WHERE DONE		TIME/WORK LOAD	
	ON CAMPUS	OFF CAMPUS	FULL-TIME	PART-TIME
Public - Doctor's	3.2	96.8	93.5	6.5
Public - Master's	2.9	94.3	85.7	11.4
Public - Bachelor's	0.0	100.0	100.0	0.0
Private - Doctor's	0.0	100.00	69.2	30.8
Private - Master's	18.2	72.7	70.5	20.5
Private - Bachelor's	9.5	86.3	93.7	2.1

NOTE: The percentage of the survey population not responding (omitted or missing information) is not reported above -- thus the percentages do not add up to 100.0%.

Table 23 (C & B)

DURATION OF STUDENT TEACHING
BY CATEGORY OF CURRICULA

		No. of Weeks	Days Per Week	Hours Per Day	Total Hours
Public - Doctor's	Mean	13.1	4.9	6.6	420.1
	Median	12.3	5.0	6.4	363.3
	Mode	9.0	5.0	8.0	270.0
	Minimum	8.0	2.0	3.0	168.0
	Maximum	23.0	5.0	8.0	805.0
Public - Master's	Mean	13.1	5.0	5.9	373.2
	Median	12.4	5.0	6.0	401.7
	Mode	16.0	5.0	6.0	420.0
	Minimum	8.0	5.0	3.0	200.0
	Maximum	18.0	5.0	8.0	560.0
Public Bachelor's	Mean	11.0	5.0	8.0	440.0
	Median	11.0	5.0	8.0	440.0
	Mode	11.0	5.0	8.0	440.0
	Minimum	11.0	5.0	8.0	440.0
	Maximum	11.0	5.0	8.0	440.0
Private - Doctor's	Mean	11.2	5.1	5.5	306.7
	Median	10.3	5.0	5.8	303.3
	Mode	10.0	5.0	6.0	300.0
	Minimum	8.0	5.0	3.0	150.0
	Maximum	16.0	6.0	8.0	432.0
Private - Master's	Mean	13.0	4.8	6.2	348.9
	Median	10.4	5.0	6.2	302.9
	Mode	8.0	5.0	6.0	300.0
	Minimum	6.0	1.0	4.0	160.0
	Maximum	54.0	5.0	9.0	640.0
Private - Bachelor's	Mean	11.1	5.0	6.9	379.4
	Median	10.3	5.0	7.0	360.4
	Mode	10.0	5.0	8.0	420.0
	Minimum	6.0	4.0	3.0	210.0
	Maximum	30.0	7.0	9.0	1260.0

Questions and Responses		Public			Private		
In what types of schools do you place your student teachers? Check those that apply.	All Curr. (220)	Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
	%	%	%	%	%	%	%
(1) Public schools	93.2	96.8	91.4	100.0	100.0	86.4	94.7
(2) Private schools	61.8	19.4	60.0	100.0	84.6	81.8	63.2
(3) Campus laboratory schools	5.5	3.2	0.0	0.0	23.1	18.2	0.0
(4) Other							
Pre-schools, early learning centers, day care centers, nursery schools	1.8	3.2	2.9	0.0	0.0	2.3	1.1
Health center	3.2	12.9	0.0	0.0	0.0	2.3	2.1
Alternative or alternate schools	2.7	3.2	2.9	50.0	7.7	0.0	2.1
Other	6.8	22.6	2.9	0.0	15.4	2.3	4.2
Does your institution operate any internship program apart from the student teaching experience?							
(1) Yes	40.9	54.8	65.7	100.0	61.5	29.5	28.4
(2) No	53.9	45.2	34.3	0.0	23.1	56.8	67.4

Questions and Responses		Public			Private		
What type of college supervisors do you use in your student teaching program. Check those that apply.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Supervisors from the student teachers' academic areas, not from a college or department of education	23.2	29.0	22.9	50.0	38.5	18.2	21.1
(2) Supervisors with training in education but not necessarily in area of specialization of assigned student teachers	30.5	19.4	28.6	0.0	23.1	36.4	33.7
(3) Supervisors with training in education and training in area of specialization of assigned student teachers	71.8	90.3	68.6	100.0	61.5	70.5	68.4
(4) Supervisors employed from within local school districts	10.9	25.8	0.0	0.0	0.0	11.4	11.6
(5) Supervisors employed from Educational Service Regions	0.9	0.0	0.0	0.0	0.0	0.0	2.1
(6) Other. Please explain:							
Full-time college or university faculty members	3.6	3.2	2.9	0.0	0.0	11.4	1.1
Director of urban teaching program	0.5	0.0	0.0	0.0	0.0	0.0	1.1
Other	7.7	0.0	2.9	50.0	46.2	0.0	9.5

Table 26 continued on next page

Questions and Responses	All Curr. (220) %	Public			Private		
		Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
Which statement best describes the degree status of your college supervisors in general?							
(1) All of them have a doctoral degree	15.5	16.1	14.3	0.0	7.7	11.4	18.9
(2) More than half of them have a doctoral degree	29.1	9.7	48.6	0.0	30.8	29.5	28.4
(3) More than half of them have a master's degree plus considerable additional credits	46.8	74.2	34.3	100.0	46.2	43.2	43.2
(4) More than half of them have a master's degree as their highest degree	3.6	0.0	0.0	0.0	7.7	4.5	5.3
(5) More than half of them have a bachelor's degree as their highest degree	0.5	0.0	0.0	0.0	0.0	0.0	1.1
Approximately how many full-time equivalent college supervisors are used in this curriculum?							
Mean	3.3	8.0	3.4	7.0	2.8	2.0	2.1
Median	1.8	4.3	2.7	7.0	2.0	1.3	1.5
Mode	1.0	1.0	1.0	5.0	2.0	1.0	1.0
Minimum	0.0	1.0	0.0	5.0	0.0	0.0	0.0
Maximum	35.0	35.0	22.0	9.0	8.0	6.0	9.0

Table 26 continued on next page

Table 26 C & B (continued from previous page)

Questions and Responses	All Curr. (220)	Public			Private		
		Doctor's Degree (31)	Master's Degree (35)	Bachelor's Degree (2)	Doctor's Degree (13)	Master's Degree (44)	Bachelor's Degree (95)
What is the average number of student teachers assigned to each full-time equivalent college supervisor during the duration of the student teaching experience?	%	%	%	%	%	%	%
(1) 1-5	11.8	3.2	11.4	0.0	23.1	4.5	16.8
(2) 6-10	23.6	6.5	17.1	0.0	23.1	25.0	31.6
(3) 11-15	13.2	25.8	5.7	50.0	23.1	15.9	8.4
(4) 16-20	20.0	25.8	25.7	50.0	15.4	15.9	17.9
(5) 21-25	16.8	32.3	25.7	0.0	0.0	2.3	17.9
(6) 26-30	8.2	0.0	14.3	0.0	0.0	22.7	5.2
(7) 31-35	0.9	0.0	0.0	0.0	0.0	2.3	1.1
(8) 36-40	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) More than 40	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 26 continued on next page

Questions and Responses	All Curr. (220) %	Public Doctor's Degree (31) %	Public Master's Degree (35) %	Public Bachelor's Degree (2) %	Private Doctor's Degree (13) %	Private Master's Degree (44) %	Private Bachelor's Degree (95) %
Do you utilize graduate students to supervise student teachers?							
(1) Yes	9.1	41.9	2.9	0.0	46.2	0.0	0.0
(2) No	87.3	58.1	94.3	100.0	46.2	90.9	97.9
How are most of the college or university supervisors trained? Check those that apply?							
(1) No formal training or special training beyond requirements for degree attained	45.9	32.3	45.7	50.0	23.1	25.0	63.2
(2) Conduct a formal course in supervision of student teachers	2.7	0.0	2.9	0.0	15.4	4.5	1.1
(3) Hold workshops for supervisors	16.4	12.9	37.1	0.0	30.8	25.0	4.2
(4) Conduct small seminars with supervisors	35.9	32.3	45.7	50.0	53.8	36.4	30.5
(5) Hold larger conferences on student teaching	14.5	25.8	20.0	0.0	7.7	15.9	3.[illegible]
(6) Other. Please state:							
Orientation and information meetings/informal conferences	3.2	6.5	0.0	0.0	0.0	6.8	2.1
Experience in the field (as teachers or otherwise)	9.5	0.0	5.7	0.0	15.4	13.6	11.6
Other	7.7	22.6	5.7	50.0	7.7	4.5	4.2

Table 26 continued on next page

Questions and Responses		Public			Private		
Normally, how often do college supervisors visit with each student teacher?	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Twice each week	2.3	0.0	0.0	0.0	0.0	6.8	2.1
(2) Once each week	14.1	12.9	20.0	0.0	7.7	6.8	16.8
(3) Once every two weeks	60.9	58.1	65.7	100.0	53.8	56.8	62.1
(4) Once every three weeks	12.3	9.7	11.4	0.0	15.4	13.6	12.6
(5) Once a month	3.6	3.2	2.9	0.0	0.0	4.5	4.2
(6) Once every two months	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(7) Once each quarter	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) Once each semester	0.5	0.0	0.0	0.0	0.0	2.3	0.0
(9) Never	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Table 27 (C & B)

THE COOPERATING TEACHER: GENERAL CHARACTERISTICS

Questions and Responses		Public			Private		
What are the minimum requirements for becoming a cooperating teacher? Check those that apply.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Possess a bachelor's degree	55.5	51.6	45.7	0.0	30.8	63.6	61.1
(2) Possess a master's degree	34.5	54.8	51.4	100.0	38.5	25.0	24.2
(3) Have taught for a minimum number of years. Please specify number of years.	68.2	71.0	68.6	50.0	76.9	59.1	70.5
Mean	2.7	2.5	2.8	3.0	2.6	3.0	2.7
Median	2.8	2.6	2.9	3.0	2.7	2.9	2.8
Mode	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Minimum	1.0	1.0	1.0	3.0	2.0	2.0	1.0
Maximum	5.0	3.0	3.0	3.0	3.0	5.0	5.0
(4) Have taken a course in the supervision of student teachers	6.8	22.6	14.3	0.0	0.0	4.5	1.1
(5) Have a major in the teaching area supervised	57.3	77.4	77.1	50.0	61.5	50.0	46.3
(6) Currently be teaching in the same area of specialization or teaching field of assigned student teachers	71.8	87.1	82.9	0.0	76.9	77.3	61.1
(7) Other. Please specify:							
Participate in workshops or training/information meetings	1.4	0.0	0.0	0.0	0.0	6.8	0.0
Be recommended by district (school) administrators	11.8	3.2	14.3	0.0	0.0	6.8	17.9
Use particular or specific teaching methods	0.9	3.2	2.9	0.0	0.0	0.0	0.0
Demonstrate above average teaching ability	2.7	3.2	0.0	0.0	0.0	0.0	5.3
Other	12.3	9.7	8.6	0.0	38.5	0.0	16.8

Table 27 continued on next page

Questions and Responses		Public			Private		
How are cooperating teachers and student teachers matched or assigned? Check those that apply.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Student teacher chooses cooperating teacher	24.5	16.1	8.6	0.0	30.8	22.7	33.7
(2) Cooperating teacher chooses student teacher	21.4	16.1	5.7	50.0	30.8	15.9	29.5
(3) Principal in cooperating school assigns student teacher and cooperating teacher	50.0	64.5	48.6	100.0	23.1	45.5	50.5
(4) Director of student teaching assigns student teachers and cooperating teachers	43.2	48.4	51.4	0.0	30.8	45.2	41.1
(5) Director of the teacher preparation program assigns student teachers and cooperating teachers	17.7	16.1	22.9	0.0	7.7	18.2	17.9
(6) Other. Please explain:							
Personnel officer or other administrator in the district assigns or matches cooperating teachers and student teachers	15.0	9.7	11.4	0.0	0.0	15.9	20.0
Education department chairpersons or other college or university administrators (coordinators) make assignments	6.8	3.2	0.0	50.0	15.4	6.8	8.4
Other	14.5	22.6	14.3	0.0	7.7	15.9	10.6

Table 27 continued on next page

Table 27 C & B (continued from previous page)

THE COOPERATING TEACHER: GENERAL CHARACTERISTICS

Questions and Responses	All Curr. (220) %	Public			Private		
		Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
Check any of the following techniques that you use to help train cooperating teachers.							
(1) Offer a formal course in the supervision of student teaching	20.0	58.1	45.7	0.0	7.7	11.4	4.2
(2) Hold workshops for cooperating teachers	22.3	19.4	37.1	0.0	15.4	31.8	14.7
(3) Conduct small seminars or meetings with cooperating teachers	57.7	80.6	68.6	100.0	46.2	47.7	51.6
(4) Hold larger conferences on student teaching	15.5	51.6	28.6	0.0	15.4	6.8	5.2
(5) Mail out student teaching newsletters to cooperating teachers	16.8	6.5	14.3	0.0	15.4	13.6	23.2
(6) Send written materials to cooperating teachers such as student teaching handbooks	80.9	77.4	88.6	100.0	84.6	70.5	83.2
(7) Send cooperating teachers to state or national conferences dealing with student teaching	2.7	0.0	14.3	0.0	0.0	0.0	1.1
(8) Other. Please state:	10.0	12.9	5.7	0.0	15.4	13.6	8.4
Check the box before the statement which best describes your policy concerning payment to cooperating teachers and/or cooperating school systems for working with your student teachers.							
(1) No payment is made	26.8	0.0	42.9	0.0	92.3	38.6	15.8
(2) Payment is made to the school system	15.0	38.7	14.3	0.0	0.0	15.9	9.5
(3) Payment is made to the cooperating teacher	32.3	16.1	34.3	0.0	0.0	27.3	44.2
(4) Form of payment varies from school district to school district	20.9	45.2	2.9	100.0	7.7	6.8	26.3
(5) Other. Please state:	0.5	0.0	2.9	0.0	0.0	0.0	0.0

Table 27 continued on next page

Questions and Responses		Public			Private		
Check the box or boxes that describe those benefits which you provide for your cooperating teachers.	All Curr. (220) %	Doctor's Degree (31) %	Master's Degree (35) %	Bachelor's Degree (2) %	Doctor's Degree (13) %	Master's Degree (44) %	Bachelor's Degree (95) %
(1) Some type of college faculty status	7.7	19.4	5.7	0.0	7.7	2.3	7.4
(2) Free tuition for college courses	42.3	51.6	94.3	100.0	23.1	50.0	17.9
(3) Library privileges	43.6	38.7	60.0	100.0	69.2	29.5	41.1
(4) List names in college catalog	2.7	0.0	0.0	0.0	7.7	11.4	0.0
(5) Free consultation services from the college	29.5	38.7	54.3	0.0	69.2	15.9	18.9
(6) Passes to athletic events	17.3	0.0	2.9	0.0	30.8	9.1	30.5
(7) Passes to concerts	10.9	0.0	0.0	0.0	0.0	9.1	21.1
(8) Other. Please explain:							
Certificate of merit and recognition	2.7	0.0	0.0	0.0	0.0	0.0	6.3
Parking permits	0.5	0.0	2.9	0.0	0.0	0.0	0.0
Other	15.0	38.7	0.0	0.0	46.2	2.3	14.7

Table 28 (C & B)

NUMBER OF CLOCK HOURS REPORTED FOR
ALL LEARNING EXPERIENCES BY TYPE OF CURRICULUM

Curriculum Classification	No. of Curr. in Each Category	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Public-Doctor's	31	912.4	906.0	596.0	350.0	1650.0	311.6
Public-Master's	35	791.7	645.0	547.0	43.0	3242.0	560.9
Public-Bachelor's	2	660.5	660.5	570.0	570.0	751.0	128.0
Private-Doctor's	13	639.1	606.0	420.0	420.0	981.0	197.0
Private-Master's	44	639.7	590.0	542.0	90.0	1286.0	273.7
Private-Bachelor's	95	675.4	615.0	514.0	200.0	1928.0	282.0

TABLE 29 (C & D)

NUMBER OF CLOCK HOURS IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM

TYPE OF CURRICULUM		LECTURE	DISCUSSION	OBSERVATION	MICRO-TEACHING	LABORATORY WORK	CLINICAL WORK	TUTORING	WORK ON MODULES	INDEPENDENT WORK	PRACTICE TEACHING	OTHER
Public - Doctor's	Mean	202.9	129.5	43.1	10.9	34.7	68.9	18.2	25.0	76.2	281.9	21.0
	Median	175.3	105.3	20.8	0.4	32.0	36.8	0.3	9.1	22.0	270.0	1.4
	Mode	342.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	480.0	0.0
	Minimum	35.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	407.0	428.0	187.0	102.0	234.0	320.0	195.0	185.0	515.0	480.0	285.0
	Std. Dev.	122.9	95.3	47.9	21.8	46.7	95.6	37.9	39.5	118.9	160.8	60.4
Public - Master's	Mean	125.0	119.2	86.5	18.5	28.4	39.0	31.4	27.2	39.2	273.6	3.8
	Median	100.0	96.0	48.0	9.7	13.0	14.0	20.0	2.6	0.6	240.4	0.2
	Mode	55.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	240.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0	0.0
	Maximum	361.0	360.0	529.0	129.0	201.0	288.0	120.0	555.0	1005.0	572.0	40.0
	Std. Dev.	92.2	88.6	129.0	28.8	42.5	72.7	37.9	97.9	174.2	143.5	8.4
Public - Bachelor's	Mean	79.0	101.0	40.0	13.5	13.5	42.0	0.0	11.5	0.0	360.0	0.0
	Median	79.0	101.0	40.0	13.5	13.5	42.0	0.0	11.5	0.0	360.0	0.0
	Mode	75.0	95.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	360.0	0.0
	Minimum	75.0	95.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	360.0	0.0
	Maximum	83.0	107.0	40.0	27.0	27.0	84.0	0.0	23.0	0.0	360.0	0.0
	Std. Dev.	5.7	8.5	0.0	19.1	19.1	59.4	0.0	16.3	0.0	0.0	0.0
Private - Doctor's	Mean	136.4	82.4	53.8	3.3	23.6	35.7	38.0	10.2	35.6	135.6	24.6
	Median	78.0	71.0	50.0	1.8	7.0	28.0	20.0	5.0	30.0	153.0	1.5
	Mode	25.0	22.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	150.0	0.0
	Minimum	25.0	22.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	Maximum	392.0	206.0	116.0	10.0	128.0	95.0	108.0	35.0	98.0	400.0	200.0
	Std. Dev.	120.9	53.8	40.4	4.1	42.9	35.2	42.3	12.5	36.4	96.5	66.0
Private - Master's	Mean	130.1	104.6	56.9	9.8	57.5	32.3	7.9	8.7	24.8	187.5	19.7
	Median	119.8	104.8	43.3	2.3	26.8	0.5	0.5	0.4	11.0	199.4	0.2
	Mode	75.0	29.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	200.0	0.0
	Minimum	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	355.0	317.0	230.0	54.0	445.0	320.0	140.0	90.0	225.0	450.0	500.0
	Std. Dev.	67.5	63.6	55.0	15.8	90.3	68.6	24.8	18.9	42.9	118.4	73.7
Private - Bachelor's	Mean	103.0	104.6	56.8	12.4	27.7	14.9	23.9	7.8	54.4	236.6	28.1
	Median	96.6	103.8	45.3	4.4	9.0	0.3	12.3	0.3	13.5	225.5	0.2
	Mode	60.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	270.0	0.0
	Minimum	0.0	13.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Maximum	330.0	259.0	263.0	81.0	300.0	223.0	122.0	60.0	1331.0	640.0	450.0
	Std. Dev.	59.1	48.1	51.8	18.3	47.4	52.5	21.6	14.8	154.4	154.8	88.5

Table 30 (C & B)

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS ARE ENGAGED IN IDENTIFIED LEARNING EXPERIENCES BY CATEGORY OF CURRICULUM

Type of Curriculum	Mean No. of Hours in a Curriculum	Lecture	Discussion	Observation	Micro-Teaching	Laboratory	Clinical Work	Tutor	Work on Modules	Independent Work	Prac. Teaching	Other
Public-Doctor's	912.4	22.2	14.2	4.7	1.2	3.8	7.6	2.0	2.7	8.4	30.9	2.3
Public-Master's	791.7	15.8	15.1	10.9	2.3	3.6	4.9	4.0	3.4	5.0	34.6	0.5
Public-Bachelor's	660.5	12.0	15.3	6.1	2.0	2.0	6.4	0.0	1.7	0.0	54.5	0.0
Private-Doctor's	639.1	21.3	12.9	8.4	0.5	3.7	5.6	5.9	1.6	5.6	30.6	3.8
Private-Master's	639.7	20.3	16.4	8.9	1.5	9.0	5.0	1.2	1.4	3.9	29.3	3.1
Private-Bachelor's	675.4	15.3	15.5	8.4	1.8	4.1	2.2	3.5	1.2	8.8	35.0	4.2

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TABLE 31 (C & B)
NUMBER OF CLOCK HOURS IN IDENTIFIED
LOCATIONS BY CATEGORY OF CURRICULUM

Type of Curriculum		On-Campus	In Elem. or Secon. School	Coopera-tive Tchr. Center	Other
	Mean	429.2	231.5	203.5	46.3
	Median	419.0	199.0	0.3	1.4
	Mode	450.0	0.0	0.0	0.0
	Min.	82.0	0.0	0.0	0.0
	Max.	754.0	587.0	676.0	550.0
Public-Doctor's	Std. Dev.	180.7	209.8	289.4	128.8
	Mean	288.0	354.7	100.7	40.1
	Median	210.0	325.0	0.6	0.2
	Mode	148.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	1116.0	1130.0	810.0	1300.0
Public-Master's	Std. Dev.	233.0	310.0	210.4	226.2
	Mean	218.5	40.0	402.0	0.0
	Median	218.5	40.0	402.0	0.0
	Mode	170.0	40.0	360.0	0.0
	Min.	170.0	40.0	360.0	0.0
	Max.	267.0	40.0	444.0	0.0
Public-Bachelor's	Std. Dev.	68.6	0.0	59.4	0.0
	Mean	279.3	178.8	131.2	48.7
	Median	234.0	180.0	9.0	8.3
	Mode	108.0	0.0	0.0	0.0
	Min.	108.0	0.0	0.0	0.0
	Max.	550.0	428.0	431.0	275.0
Private-Doctor's	Std. Dev.	136.3	154.1	197.7	92.3
	Mean	296.4	286.5	38.4	12.5
	Median	265.0	294.0	0.8	1.3
	Mode	216.0	0.0	0.0	0.0
	Min.	63.0	0.0	0.0	0.0
	Max.	774.0	896.0	545.0	300.0
Private-Master's	Std. Dev.	170.0	207.7	124.4	51.8
	Mean	288.2	355.6	15.2	9.1
	Median	248.0	360.0	0.1	0.1
	Mode	145.0	0.0	0.0	0.0
	Min.	0.0	0.0	0.0	0.0
	Max.	1433.0	789.0	450.0	349.0
Private-Bachelor's	Std. Dev.	185.2	175.9	69.3	38.3

TABLE 32 (C & B)

ESTIMATED PERCENTAGE OF TIME PROSPECTIVE TEACHERS SPEND IN IDENTIFIED LOCATIONS BY CATEGORY OF CURRICULUM

Curriculum Classification	Mean Number of Hours in a Curriculum	On-Campus %	In Elem. or Second. Schools %	Cooperative Teacher Center %	Other %
Public-Doctor's	912.4	47.0	25.4	22.3	5.1
Public-Master's	791.7	36.4	44.8	12.7	5.1
Public-Bachelor's	660.5	33.1	6.1	60.9	0.0
Private-Doctor's	639.1	43.7	28.0	20.5	7.6
Private-Master's	639.7	46.3	44.8	6.0	2.0
Private-Bachelor's	675.4	42.7	52.7	2.3	1.3

APPENDIX I

FREQUENCY DISTRIBUTION OF THE TOTAL NUMBER OF CLOCK HOURS REPORTED ON THE LEARNING EXPERIENCE MATRIX

No. of Hours	Freq.	Cum. Pct.	No. of Hours	Freq.	Cum. Pct.	No. of Hours	Freq.	Cum. Pct.	No. of Hours	Freq.	Cum. Pct.	No. of Hours	Freq.	Cum. Pct.
43	1	0	465	1	19	610	1	45	747	1	64	975	1	82
90	1	1	471	1	20	611	1	45	750	1	64	978	1	83
135	1	1	480	1	20	612	2	46	751	1	65	979	1	83
150	1	2	484	1	21	614	1	47	752	1	65	981	1	84
200	1	2	490	1	21	615	1	47	754	2	66	995	1	84
218	1	3	492	1	22	618	1	48	755	1	67	1001	1	85
245	1	3	494	3	23	620	1	48	758	1	67	1004	1	85
247	1	4	504	1	24	622	1	49	759	1	68	1011	1	86
263	1	4	507	1	24	626	1	49	760	1	68	1032	2	87
350	1	5	512	1	25	629	1	50	772	1	69	1045	1	87
352	1	5	514	3	26	630	1	50	778	1	69	1068	1	88
357	1	6	518	1	27	636	1	51	782	1	70	1070	1	88
360	1	6	519	1	27	642	1	51	786	1	70	1096	1	89
363	1	7	520	1	27	645	1	52	792	1	71	1146	1	89
375	2	8	530	1	28	650	2	53	796	1	71	1162	2	90
380	1	8	538	1	28	655	1	53	829	1	72	1182	2	91
386	1	9	542	4	30	659	1	54	830	1	72	1183	1	91
390	1	9	545	1	31	661	1	54	834	1	73	1185	1	92
392	1	9	547	4	33	666	1	55	840	1	73	1211	1	92
393	3	11	549	1	33	667	1	55	867	1	73	1220	1	93
399	1	11	552	1	34	672	1	55	887	1	74	1258	1	93
400	1	12	556	3	35	674	1	56	895	2	75	1260	1	94
405	1	12	558	1	36	680	1	56	906	1	75	1286	1	94
408	1	13	560	2	36	700	1	57	908	1	76	1290	1	95
420	1	13	564	2	37	703	1	57	913	1	76	1293	1	95
435	1	14	569	1	38	706	2	58	920	1	77	1304	1	96
440	1	14	570	1	38	707	1	59	923	1	77	1315	1	96
441	1	15	580	1	39	708	1	59	925	1	78	1374	1	97
445	1	15	584	1	39	711	1	60	930	1	78	1400	1	97
449	1	16	589	1	40	714	1	60	940	2	79	1531	1	98
453	1	16	590	1	40	720	1	61	945	1	80	1558	2	99
455	2	17	595	2	41	730	1	61	948	1	80	1650	1	99
458	1	18	596	2	42	734	1	62	950	1	81	1928	1	100
460	1	18	602	1	43	739	1	62	951	1	81	3242	1	100
463	1	18	604	1	43	744	1	63	960	1	82			
464	1	19	606	3	45	745	2	64	962	1	82			